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ABSTRACT

This is the evaluation report of the fourth year of ESEA Title I programs in Wichita, Kansas called Project SPEEDY (Special Programs to Enhance the Education of Disadvantaged Youth). While the major thrust was in the area of corrective reading and other language development programs, other instructional offerings included mathematics, music, art, and business education. A number of other services and supplementary programs were also offered. Problems encountered included the governmental policy of concentration of funds on fewer recipients, which was made more complicated by busing policies to further integration efforts. Pupils showed improvement in reading vocabulary and comprehension. A very high percentage of pupils with attendance problems came from families with lower educational achievement. Enrichment was also provided during summer programs. (Author/DM)

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WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

ESEA TITLE I EVALUATION REPORT.

PROGRAMS FOR EDUCATIONALLY

DEPRIVED CHILDREN

September, 1969 - August, 1970.

Summer School Programs, June, 1970-August, 1970.

Project Number 70113

Submitted to the
Kansas State Department of Public Instruction
ESEA Title I

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September, 1970

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ABSTRACT OF ESEA TITLE I EVALUATION REPORT, 1969-70

Wichita's federally funded activities designed to improve educational opportunities for its disadvantaged youth began in the spring of 1966. The fourth full year of Title I programs has just been completed. Again this year, as in previous years, the major thrust of Title I or PROJECT SPEEDY (Special Programs to Enhance the Education of Disadvantaged Youth) has been in the area of corrective reading and other programs designed to promote language development. While the emphasis of federal programs has been to concentrate funds on fewer recipients, the implementation of such a policy has been made increasingly difficult by the policy of bussing pupils throughout the school system to further integration efforts. During the 1969-70 school year, a majority of pupils who were recipients of Title I services were located in eighteen of the elementary schools and one junior high school. However, because of bussing, Title I services were extended to an additional eleven public elementary, four private elementary, fourteen public junior high, and six public senior high schools. Title I services made available to pupils in "Extended Service" schools consisted of corrective reading instruction and attendance services. With the exceptions of corrective reading and attendance services, most other Title I activities were concentrated on the early elementary grades and pre-school, (pre-school through third grade).

In addition to the two activities mentioned above, other instructional programs were: Art Instruction and Expression, Elementary Mathematics, Keyboard Music, Business Education for Delinquent Children and Neglected Children's programs. Service activities were: Instructional Aides, Library Enrichment, Specialized Counseling, Specialized Health, Supplementary Food, Follow Through Supplement, and a Pre-School Pilot Program. Also a broad range of similar activities were conducted during June and July as a part of the summer supplement.

While a total of 8,200 public and 590 non-public children participated in all phases of Title I, the greatest number for any single program was 2,776 in all levels of corrective reading. Evaluation of the corrective reading program was based on a pretest-posttest comparison of results on the Gates-MacGinitie Reading Test and on the pretest to posttest gain in the instructional reading grade level. During the eight month period of elapsed time between tests, corrective reading pupils made from 1.1 to 1.9 average grade level gains. Normal gain expectancy for the period would have been .8. Average vocabulary grade level gains were from .4 to 1.3. Average comprehension grade score gains were from .5 to 1.2. All grades exceeded the normal gain expectancy on the instructional reading grade level. Five of the eight grades tested equalled or exceeded normal gain expectancy in vocabulary. Four of the grades equalled or exceeded normal gain expectancy in comprehension.

Attendance services accounted for the second largest group of pupils served by Title I. Slightly over 2,800 pupils and their families were contacted by the Attendance and Social Worker staff. It was found that a very high percentage (79%) of the pupils with attendance problems came from families in which the highest level of educational attainment of the parents did not exceed the sixth grade level.

INTRODUCTION

Wichita has completed its fifth year of participation in PL 89-10, ESEA, Title I. This effort was begun during the second semester, 1965-66. Each year, the scope of the project has been narrowed in order to concentrate services on the most educationally deprived children of the community. It was found that with decreased funding available, Title I services had to be restricted to fewer children and fewer schools. This year's project is called PROJECT SPEEDY (Special Programs Enhance the Education of Dis-advantaged Youth) and the term "SPEEDY" is synonymous with "Title I" throughout this report.

The number of schools designated as "Title I" was reduced to 19 for 1969-70. Most programs and services were limited to early elementary (K-3) children. Certain pupils attending 34 public and non-public "extended service" schools were also eligible for some Title I services.

The practice of bussing black pupils from "ghetto" schools to other areas of the city brought about the necessity to develop the "extended service" school concept. Thus, pupils who would normally have received Title I corrective reading in their neighborhood school continue to receive the service in the school to which they are bussed.

Table 1.01 shows the coverage of the 1969-70 Title I activities and services by school level.

TABLE 1.01
TITLE I ACTIVITIES AND SERVICES, 1969-70
WICHITA PROJECT SPEEDY

Activity or Service	School Level				
	Pre School	Early Elementary (K-3)	Later Elementary (4-6)	Secondary	
				(7-9)	(10-12)
Corrective Reading		X	X	X	
Art Instruction		X			
Mathematics Instruction		X	X		
Keyboard Music		X	X		
Business Education- Delinquent Children				X	X
Neglected Children	X	X	X	X	X
Pilot Pre School Program	X				
Attendance and Social Services		X	X	X	X
Instructional Aides and Aide Training	X	X	X		
Library Enrichment	X	X			
Supplementary Counseling		X			
Supplementary Health	X	X			
Food Supplement		X			
Follow Through Supplement		X			

Responsibility for the evaluation of two activities, Head Start and Follow Through, is assigned to other organizations and hence these evaluations are not a part of this report.

Two elements of this year's Title I project, Corrective Reading and Attendance Services, comprise the greatest single portion of the project. These elements will be evaluated in greater detail than some other elements of the project.

CHARACTERISTICS OF CHILDREN IN LOW INCOME AREAS

Many children attending school in low income areas possess characteristics which lessen their chances of success in school. Some of the identified characteristics are as follows:

A. Achievement

1. Poor performance on standardized tests
2. Classroom performance below grade level in reading
3. Poor language skills

B. Ability

1. Poor performance on standardized tests of intellectual ability
2. Low level verbal functioning
3. Low level non-verbal functioning

C. Attitude

1. Negative self-image
2. Negative attitude toward school and/or education
3. Low aspirational level
4. Expectations of school failure

D. Behavior

1. High absentee rate
2. High dropout rate
3. Disciplinary problems

E. Other Areas Interfering With Learning Process

1. Poor health
2. Malnutrition or under-nutrition
3. Emotional and social instability
4. Poor parental attitude toward education or school

PROJECT GOALS

The following goals were chosen after studying the characteristics and educational needs of children in low income areas:

1. To improve performance as measured by standardized achievement tests
2. To improve classroom performance in reading
3. To improve children's verbal functioning
4. To improve children's non-verbal functioning
5. To improve the children's self image
6. To change (in a positive direction) children's attitudes toward school and education
7. To increase children's expectations of success in school
8. To improve the children's average daily attendance
9. To improve the holding power of the schools (to decrease the dropout rate)
10. To reduce the rate and severity of disciplinary problems
11. To improve the physical health of the children
12. To improve the children's emotional and social stability and/or that of their families

GENERAL INFORMATION

Wichita, Kansas, is a metropolitan community of approximately 280,000 people. Serving the community are 113 public schools including 91 (K-6) elementary, 1 (5-6) elementary, 15 junior high and six senior high schools. Approximately 66,700 school children (K-12) are served by the Wichita Public

Schools. In addition, there are about 6,700 pupils in 18 parochial or private elementary schools, and 4 parochial or private high schools. There are also two universities and one college in the city.

The public school pupil population is in a period of general decline; however, the secondary pupil segment is still increasing while the elementary segment is decreasing. An overall slight yearly decrease is expected to continue until 1975 and then a period of yearly increases is expected. The proportion of white pupils is decreasing and the proportion of black pupils is increasing. Downward adjustments of employee work forces in the aircraft industry may be having a measurable effect on the school population and trends. Housing vacancy rates have increased slightly during the first six months of 1970.

Seventeen public elementary (K-6) schools, one public elementary (5-6) school, and one public junior high school were designated as Title I schools. These schools are located within areas of high concentrations of educationally deprived children and low income families. In addition, 10 public elementary schools, 4 non-public elementary schools, 14 junior high schools, and 6 senior high schools were designated as Title I "Extended Service" schools. These schools are not located within the general geographic area of low income family concentration; however, they serve substantial numbers of low income pupils who were bussed from their local area schools. Approximately 6,300 pupils in the district are estimated to be from low income families. About 4,800 of them are in the target areas. About 8,200 public school children (K-12) and about 590 non-public school children (1-9) took part in the various components of the Title I project.

Per pupil expenditures from non-federal sources of money were approximately \$560 in 1967-68, \$600 in 1968-69, and are expected to be about \$640 for 1969-70.

PROCEDURES USED IN STRIVING FOR OBJECTIVES

Several kinds of activities were included in PROJECT SPEEDY to aid in the accomplishment of objectives. Part of these activities were instructional and part were of a service nature. Included in the instructional activities were: corrective reading, mathematics, art, business education for delinquents, instruction for neglected children, keyboard music, and a pre-school program. Service activities included were: attendance and social services, classroom aides and aide training, library enrichment, supplementary counseling, supplementary health services, supplementary food services, and a Follow Through Supplement.

Corrective reading instruction formed the major portion of PROJECT SPEEDY with classes at both elementary and junior high school levels. Teachers instructed pupils individually or in small groups with the course content geared to the type and severity of reading problems encountered.

Mathematics instruction was provided in two special projects at one elementary school. Special art instruction was made available to pupils in six elementary schools by three teachers. A business education teacher taught business courses to delinquent pupils in two institutions. The pupils of three neglected children's institutions received supplementary instruction in reading, mathematics, arts and crafts, home economics, music, and physical education. A pre-school program was available to fourteen children of one school area. Two

mobile music laboratories with electronic keyboards were used in several elementary schools.

Among the service activities, Title I provided supplementary funds to hire teacher aides for the Follow Through program. There were twelve year-round attendance aides and social workers for attendance problems in PROJECT SPEEDY schools. Classroom aides and library aides were trained and made available to the teachers of selected schools.

Additional funds were provided to subsidize a reduced cost hot lunch program in four elementary schools. Additional personnel, librarians, counselors, and nurses, were assigned to SPEEDY schools. A resumé of personnel staffing in each of the program activity areas follows:

A. Instructional Activities

1. Art Instruction and Expression

Special art teachers	3
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2. Corrective Reading

a. Elementary corrective reading teachers	30
b. Secondary corrective reading teachers	19

3. Mathematics Instruction

a. Mathematics specialist	1
b. Instructional aide	1

4. Delinquent and Neglected Children's Instruction

a. Business Education teacher	1 full time
b. Corrective Reading teacher	1 full time
	2 part time
c. Music teacher	2 part time
d. Home Economics teacher	1 part time
e. Mathematics teacher	1 part time
f. Physical Education teacher	1 part time
g. Arts and Crafts teacher	1 part time
h. Coordinator	1 part time

5. Keyboard music instruction

Instrumental music teachers	2
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6. Pre-school program

a. Teacher	1 half time
b. Instructional aide	1 half time

B. Service Activities

1. Attendance and Social Services

Attendance aides and social service workers	12
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2. Classroom Aides and Aide Training Program

Instructional aides	17
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3. Library Enrichment

Librarians	7
Library aides	6

4. Supplementary Counseling

Counselors	6
------------	---

5. Supplementary Health Services

Nurses	5
--------	---

6. Follow Through Supplement

Follow Through aides	19
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C. Other

Ten percent of the total Title I budget allocation is designated for administrative expenses. Many individuals are considered to perform some services for Title I. This kind of service is not broken down in terms of full time equivalents of administrative service and hence a number is not reported in this category.

EVALUATION

Evaluation of the 1969-70 Title I project places major emphasis on the determination of gains in pupils' reading levels, on general achievement levels, and on the holding power of the schools. Thus, corrective reading programs and the attendance aide program received the most critical examination. Other integral parts of the Title I project which have been examined closely in previous evaluation reports have not been re-evaluated in exhaustive detail. Each of these activities will be described in general terms.

The dilemma of Title I evaluation was aptly stated in Philadelphia's Title I evaluation report, The Third Year.

"Evaluating operating Title I projects is not a science because many aspects of any project cannot be measured, and the evaluation might be considered an 'educated guess.' In particular, short term gains may not be lasting. On the other hand, the failure of a project to demonstrate gains may be due to factors extraneous to the project or even to the school itself; for example, high pupil mobility rates often make it difficult by the evaluator to find in June the pupils they first observed the previous September. Long-term gains are even more difficult to measure."

Standardized test as well as non-test data were used in the evaluation. Test results were used to assess the reading program and to determine the level of general achievement. Information about other activities was gathered through the use of questionnaires, opinionnaires, participation records, central office records, and personal interviews. Responses to questionnaires are incorporated in

1.10

the reports of the various project activities. Anonymity of respondents has been strictly maintained. Information gathered has been made available to project administrators for use in the modification of present activities or in structuring future programs. Copies of data gathering instruments may be found in the Appendix.

Evaluations for activities conducted during September, 1969 through May, 1970 are presented following the general introductory section of this report. Included for each activity are the objectives, procedures, evaluation strategy, presentation of data (if applicable), and comments about the results. Evaluations for summer Title I activities are presented in another section of this report.

ACTIVITY EVALUATION

1. LEA District No. 259 Activity Corrective Reading
2. Length of Activity Nine Months
 Beginning Date Aug. 28, 1969 Ending Date May 28, 1970
 Hours per Week:
 Regular Session 25 Summer Session _____
3. Estimated Cost of this Activity \$365,000
4. Number of Public and Private School Students Participating in this Activity by Grade Level for each Session.

GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION		GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION	
	Public	Non-Public	Public	Non-Public		Public	Non-Public	Public	Non-Public
Pre-K					7	636			
K					8	374			
1	50				9	232			
2	459	7			10				
3	382	8			11				
4	315	17			12				
5	183	10			Ungraded				
6	98	5			TOTAL	2729	47		

5. Number of Staff involved in this Activity:
 Full Time 41 Half Time _____
6. Location of Activity:
 In Public School X
 In Non-public School X

CORRECTIVE READING INSTRUCTION

In terms of number of personnel assigned, number of pupils served, and amount of fund allocation, Wichita's Project SPEEDY Corrective Reading program continues to constitute the major portion of the local compensatory education effort. Corrective reading has been the focus of the Title I project since its first inception in the spring of 1966. Each year pupils are identified who have not gained the necessary reading skills to succeed in class work which emphasizes reading. Word recognition and comprehension skills are weak. Lack of reading success helps to create feelings of inadequacy and negative attitudes toward reading, school, and other persons.

In planning the corrective reading instruction, it was recognized that modern diagnostic approaches, appropriate instructional materials, and special reading classes should be utilized. Classroom activities and supportive services were provided which were designed to ensure success in reading and to build feelings of confidence and self-esteem.

A highly desirable feature of the Wichita reading program is its flexibility. Teachers are free to develop in each building the kind of reading program that best suits the needs of the pupils in that building. Innovative methods are tried and refined. Those which are successful are retained and expanded.

OBJECTIVES

1. To improve the pupil's reading instructional grade level.
2. To improve the pupil's reading vocabulary.
3. To improve the pupil's reading comprehension.
4. To improve the pupil's attitude toward reading, toward himself, and toward others.

PROCEDURES

Pupils - Screening and Placement

Some pupils from all of the project area elementary and junior high schools as well as extended service schools to which pupils were bussed were included in the corrective reading program. Approximately 1500 elementary school pupils were given corrective reading instruction. This number included about 50 pupils from parochial elementary schools. There were 466 second graders which was the largest elementary group. Other grades were: first, 50; third, 390; fourth, 332; fifth, 193; and sixth, 103. At the secondary level, about 1240 pupils were included of which 636 were seventh grade, 374 were eighth grade, and 232 were ninth grade. The overall total of about 2775 for elementary and junior high school levels represents a reduction in the number of pupils served when compared with the 1968-69 coverage when about 3070 pupils were included in the program.

Children were selected for corrective reading instruction on the basis of retardation in reading or vocabulary as indicated by standardized test scores and teacher evaluation. Other criteria for selection included the following: (1) possession of the capacity to profit from corrective reading instruction, (2) recommendation for the reading class by regular

classroom teacher and counselor, and (3) positive attitudes by pupil and parent.

Teachers - Selection and Placement

All teachers selected are those who have demonstrated the ability to teach corrective reading. The state reading certificate which is issued on the basis of at least twelve semester hours in graduate level special reading courses is required. Most of the teachers have been teaching reading for two or more years.

Insofar as possible, teachers are placed in the building of their choice, dependent upon vacancies in the reading staff to be filled.

Reading Class Organization

Through the use of workshops and in-service training meetings, corrective reading teachers were given instructions in the methods and materials for the determination of pupils' instructional grade levels. Reading class groups were organized according to the type and severity of reading problem. Reading class size was usually a function of the severity of reading problem, handicap which the pupil was determined to have. Classes ranged in size from one to eight. Grade lines were often crossed in organizing classes of pupils with similar reading problems and levels.

While working with children, teachers sometimes worked with class groups as a whole, or with varying size groups. Pupils were usually scheduled into the reading class for an hour a day, four days a week. The teachers generally reserved a day or part of a day each week for conferences, testing or for parent home calls. Class scheduling was flexible so that upon attainment of

corrective reading class goals, individual pupils could be phased out of the corrective reading class back to the regular classroom.

Activities and Materials

The team approach was utilized in the corrective reading instruction with the building principal administering the school's program. The corrective reading teacher cooperated with the regular classroom teacher in the diagnosis of reading difficulties, planning and coordinating activities, and the evaluation of methods, materials, and pupil progress. Personnel other than classroom teachers assisted in the selection and use of instructional materials and in planning activities designed to ensure success and build self-esteem and confidence. When possible, the corrective reading teacher and other staff members worked with parents of pupils in special reading classes.

A wide variety of classroom reading activities, instructional materials, and audio-visual equipment was used. Both individualized and group instruction were provided. Teachers were encouraged to experiment with instructional methods, materials, and equipment.

Corrective Reading with Programmed Instruction

A reading program using a programmed approach which had previously been used in one Title I junior high school was expanded to include some of the elementary schools as well. Identification and screening of pupils was accomplished in the same manner as in the other school programs. A battery of tests including oral reading, silent reading, ability, and perceptual tests were used to diagnose each pupil's reading problems. Following the diagnosis, a flow chart guided the teacher in assigning the pupil to the appropriate taped lessons and "live" reinforcement materials.

Classes were organized with four sets of earphones and recorders and no more than eight pupils. This enabled at least half of the group to work with the taped lessons at one time while the others worked with the teacher on the "live" portion of the lessons. Each pupil, with very few exceptions, read orally and individually to the teacher each day. Some group instruction was given. It was hoped that the group instruction would make phasing back to the regular classroom less difficult.

The programmed materials included the taped lessons, "live" instructional materials, and homework materials. Each taped lesson includes a quiz. There are three lessons on each concept so that when a pupil did not do well on the quiz he could do as many as three lessons on the same concept without repeating the same material. All of the tapes used were non-erasable and recorded in both directions so that each reel may be immediately played again. No rewinding was ever necessary. The taped lessons and "live" materials provided a multi-sensory approach geared to help the pupil overcome his deficiencies. Some emphasis was placed on the development of perceptual skills. For instance, much of the work on tapes was done in whispers in an attempt to eliminate tonality, create a quiet atmosphere, and force the pupil to focus all of his attention upon hearing the sound. The headphones were modified so that only one ear receives sound. The teachers were careful to see that each pupil listened with the ear on the same side as the hand with which he writes. Although the pupils were encouraged to read as much as possible outside of class, actual homework assignments were limited to tasks that could be completed in fifteen minutes or less of diligent effort.

PROJECT REACH

A special type of reading project was planned for the only junior high school whose attendance area was wholly within the Title I target area. The proposal for PROJECT REACH (Reading Experiences Audio-visually Customed for Horace Mann) which was prepared by the Director of Reading and the reading teachers involved in the project is quoted to provide background information on the project.

Horace Mann Junior High School, 1243 North Market, is the only Wichita junior high school whose attendance area serves all pupils in the Title I target area. Present boundaries are within the proposed model cities project. The 1968-69 enrollment was 804 students with 33.0 regular classroom positions. The predicted enrollment for September 1969 is 775 students assigned to 33.0 regular classroom positions. Two special reading teachers have been assigned to Horace Mann as part of the Title I project. A reading improvement program has been offered to a limited number of students.

Two special reading teachers are assigned to Horace Mann for the 1969-70 school year. For the first time since the Title I project was initiated there is continuity in the Horace Mann program in that both the special reading teachers are returning to their assignments for the second year. The teachers are conscientious and enthusiastic toward the challenge presented by the number of existing reading problems.

In a report of computed percent of reading problems in Title I schools, based on the number of students taking the PREP (grades 7-9) in September 1968, 243 students, or 30% of Horace Mann's total enrollment scored below the 20%ile. The maximum case load for each special reading teacher is 75 students, a combined total of 150.

Title I evaluation reports do show some gain in reading achievement-based on available objective and subjective data. These results however, viewed in relation to the limited number of students involved, indicate a need for reassessment and modification of the program.

In a letter to your office, dated April 28, 1969, a brief description of a plan for a future reading project at Horace Mann was outlined. In that correspondence we recommended the hiring of a third special reading teacher in concurrence with a request submitted by Mr. Winton Crown, the building principal. Also requested was an allocation to be placed in reserve for

the future project. Subsequent developments resulted in negating the request for a third teacher, but preparation for launching of the project was underway.

Contacts with numerous school supply distributors resulted in previews and demonstrations of various reading programs available. Some companies even loaned equipment and materials for trial use in the classroom with students. Such experiences generated so much enthusiasm and interest on the part of the teachers involved that subsequent to the closing of school, they continued to survey the market for the program offering most pertinent to the problems and needs of Horace Mann students. Quick to question innovations in the light of student behavior and free to oppose techniques resulting in "errors" in the past year, they learned a great deal in the process.

The selection of a program for this proposal, as the best system for those concerned, is at most an "educated guess" by experienced, trained persons in the field of reading. Careful consideration must be given the nature of students' backgrounds, home environments, attitudes, mental capabilities, present achievement levels, social relationships, and degrees of self-reliance. Equally important is the attitude of the personalities that will implement the program and their confidence in its success.

The special reading teachers who initiated the project, the building principal who has contributed his time for scheduling appointments, attending previews, and conference participation, and the Director of Reading all seem to agree that the program "LEARNING 100-A Multi-Media Communication Skills System," developed by Educational Developmental Laboratories, Inc., a division of McGraw-Hill Book Company, is as attractive in design as any viewed for the purpose under consideration.

"LEARNING 100" is a system of basic education for potential school drop-outs that will become undereducated, disadvantaged adults. Its core is a Communication Skills program which provides sequential, integrated instruction in reading, speaking, listening, and observing. Emphasis is given the "thinking skills" that underlie all of these techniques. Content is selected specifically for needs and interests of mature students at various levels of varying ethnic backgrounds.

Since the content and instructional techniques of "LEARNING 100" are drastically different from conventional approaches, it provides a new learning experience for those suffering failure due to inadequate communication skills. Its "individualized" nature insures personal success for each student--thus automatic motivation.

In addition to challenging learning experiences, the program promises development of psychological, emotional, social, and economic concepts needed in adult life. Subject matter is presented in a manner that requires little or no previous knowledge or experience to successfully cope with materials while at the same time feeding into the student general background information in these areas.

"LEARNING 100" utilizes a systems approach, incorporating a variety of independent, small group, and instructor-guided activities. The auto-instructional nature of individual and small group activities promotes personal responsibility for completion of work. We submit the following proposal for Project "R E A C H":

Procedures

1. The program, as outlined, will require the employment of a program specialist. The person employed should have experiences and competencies in the following areas:
 - a. media experience
 - b. qualifications for special reading certificate
 - c. ability to work effectively with administration and special reading teachers.
2. Major emphasis in the program will be in reading improvement, utilizing an "audio-visual-response" approach.

Aims

1. A program that provides intensive and comprehensive development of reading skills.
2. Motivation of junior high school students toward self-improvement of reading skills in an active rather than passive manner.
3. Broadening of reading interests--fiction and non-fiction.
4. Strengthening and reinforcing of content area reading skills, commensurate with student's instructional reading level.
5. Exploration of the interrelationship of all the senses involved in the communication skills and how they relate to the reading process.

Organization

1. Chief administrator over the program will be the building principal.

2. Pupils will be screened and scheduled according to ability and need for Reading Improvement 1620. Learning potential and individual response to the program will be factors considered in selection of students.
3. A program specialist will be provided for assistance to special reading teachers in identifying and diagnosing problems, locating and organizing materials, and interpretation of evaluative data.
4. Personnel in the Curriculum Services Division will work with teachers and program specialist as consultants for the "R E A C H" Project.

Materials

1. Materials to be purchased for the proposed program appear in an itemized list attached to this writing.
2. Materials on hand will be supplemental, helping to fulfill the stated aim of broadening the scope and interest of reading.
3. The addition of an assorted paperback collection for the "Independent Reading for Enjoyment" corner is desirable--especially since many of the students will be taking the course for the second or third year and have long since disposed of all "interesting" material.
4. Given the advantage of a program specialist, teachers will be able to obtain suggestions of activities from subject content areas to strengthen and enhance other reading experiences.

Facilities

1. Room 209, currently the "reading classroom," will require some changes for maximum utilization. "Semi-stationary" bookcases serving as room dividers should be relocated along the perimeter as illustrated in the lab layout design.
2. Accoustical treatment of room 209 is essential to the physical environment because of the number of students involved and their inability to concentrate (their love for gaining peer's attention through distractions), etc. Headphones aid in shutting out disturbances, but only a portion of the students wear them at a given time. In addition, the design of the program involves groups changing activities at intervals. If it is not possible to include this expense in the major project, strong consideration should be given an alternative solution for the program's success. (Note: Reading teachers returned to assignment under the assumption that accoustical treatment was included in the project.)

3. Listening and viewing stations, though portable and wired in series, will require some minor electrical attention-- which is to be expected in the oldest junior high school west of the Mississippi!
4. The entire system is of the portable type which could be moved for remodeling or relocation.

Implementations

1. It is recommended that the above mentioned program be incorporated into the 1969-70 Title I project.
2. A Title I allocation of .5 position as Program Specialist, assigned to spend one-half of each day (or the equivalent thereof) at Horace Mann Junior High School working through the Curriculum Services Division.
3. Title I allocation for the purchase of EDL's "LEARNING 100- A Multi-Media Communication Skills System," and the acquisition and adjustment of such physical facilities necessary for implementing the program that may be funded in the project.
4. Provision for evaluation of the program will be developed exclusive of instruments or materials produced by Educational Developmental Laboratories, Inc., whose philosophy opposes the rating of a program's success through its own measuring devices.
5. The special reading teachers directly involved with the students in the Horace Mann project will receive intensive, comprehensive training in the program and an opportunity to acquire proficiency in the use of all laboratory equipment from a certified EDL instructor before the program's inception.

2.11

MATERIALS

2	Aud-X tables	@ 102.00	\$ 204.00	
12	EDL Listening Stations Assemblies		1358.94	
			120.00	
12	Five Program Listening	@ 8.50	102.00	
2	Five Program Distribution Boxes	@ 24.75	49.50	
6	Controlled Reader Jr.	@ 190.00	1140.00	
2	Aud-X	@ 495.00	990.00	
3	Sets Teacher's Guide and Plan Book	@ 21.00	63.00	
1	Processing Reader		275.00	
1	Tach-X		200.00	
12	Flash-X	@ 7.20	86.40	
12	Headphones	@ 6.00	72.00	
			<u>72.00</u>	\$4660.84
1	CA Level Part I		125.00	
1	CA Level Part III		538.00	
1	CA Level Part IV		49.50	
1	DA Level Part I (used also in EA and FA)		50.00	
1	DA Level Part III		221.50	
1	DA Level Part IV		217.50	
1	EA Level Part III		165.00	
1	EA Level Part IV		49.50	
1	FA Level Part III		165.00	
1	FA Level Part IV		49.50	
1	Controlled Reader GH		75.00	
1	Study Skills Library (1 ea. of G GG GGG)		45.00	
1	Listen and Think G		97.50	
			<u>97.50</u>	1848.00

2.12

15	Sets of materials (nonconsumable)	CA level	103.50	
15	Sets of materials (nonconsumable)	DA level	134.25	
15	Sets of materials (nonconsumable)	EA level	123.00	
15	Sets of materials (nonconsumable)	FA level	123.00	
5	Sets BA-level I	@ 1.50	<u>7.50</u>	491.25
Grand Total				<u>\$7000.09</u>

Monitoring of Project REACH revealed that the program did not actually get under way until the second semester. Because of the requirement to phase pupils into the program in groups of four or five pupils, it was not fully operational until about the first of March. Because of the short period of time in 1969-70 that the program was in full operation, no attempt was made to evaluate the project in terms of standardized tests.

Both teachers in the project attended EDL's Learning 100 workshop held in New York. Proficiency was acquired in the course's methodology and use of specialized equipment.

The position of half time Program Specialist was not filled during 1969-70.

The teachers in the program found that some of the upper level materials were too advanced for junior high school pupils and were therefore traded in for lower level materials.

Both teachers are very enthusiastic about the pupil response they have received thus far. Interest seems to be high. At this school, reading is taken in place of the regular English course. In the past

there has been some stigma attached to being placed in a reading course. As pupils are finding success in Learning 100, the stigma, real or imagined, seems to be fading away.

Room 209 is ideal for this kind of reading program, which may be unusual in an old building. The room is large enough to allow three separate kinds of reading activities to be pursued simultaneously with enough space between groups to reduce interference. Equipment can be set up and left in place. Accoustical treatment has not as yet been completed but should be finished before September 1970.

The biggest problem encountered so far is the phasing-in process. While one teacher completes a cycle of familiarization with a group of four or five pupils, the other teacher must find a vacant spot in the building to supervise the remainder of the class until they start their cycle.

Learning 100 seems to be an excellent reading program for poor readers of junior high age. The content has a high interest level and pupils appear to compete with themselves rather than others.

A full year of experience in the program during 1970-71 should provide data for an adequate evaluation.

EVALUATION STRATEGY

Both test and non-test sources of information were utilized in the evaluation of corrective reading. Standardized test sources of information were the Vocabulary and Comprehension sections of the Gates-MacGinitie Reading Tests. A copy of the data collection instrument is included in the Appendix.

PRESENTATION OF RESULTS

Tables 2.01 through 2.05 show some of the general characteristics of Project SPEEDY corrective reading pupils. All of the data shown is for grades 2 through 9. No information was collected on first grade corrective reading pupils although two teachers worked exclusively with first grade pupils. In Table 2.01 it can be seen that, in general, about twenty percent more boys are in corrective reading than girls. The difference in class composition based on this variable is the least pronounced at the fourth grade level where nearly as many girls are in reading as boys. But at the sixth grade level there are nearly three times as many boys in reading as girls.

Comparing corrective reading enrollments on the race variable, slightly more pupils are black than white. Other races account for only six percent of the total.

At the elementary school level, nearly twice as many of the reading pupils are black as compared to white; however, at the junior high school level this pattern is reversed with about twice as many white pupils in reading as black.

TABLE 2.01

SEX AND RACE COMPOSITION OF TITLE I
CORRECTIVE READING PUPILS, GRADES 2-9
1969-70

Grade	Sex		Total	Race				
	Boys	Girls		White	Oriental	Black	American	Indian
2	271			97	1	158	14	1
2		195		60		124	6	5
Total			466	157	1	282	20	6
Percent of Total Grade	<u>58</u>	<u>42</u>	<u>100</u>	<u>34</u>	<u>1</u>	<u>61</u>	<u>4</u>	<u>1</u>
3	235			77	3	147	7	1
3		155		37		112	5	1
Total			390	114	3	259	12	2
Percent of Total Grade	<u>60</u>	<u>40</u>	<u>100</u>	<u>29</u>	<u>1</u>	<u>66</u>	<u>3</u>	<u>1</u>
4	173			43	1	117	10	2
4		159		52	1	100	5	1
Total			332	95	2	217	15	3
Percent of Total Grade	<u>52</u>	<u>48</u>	<u>100</u>	<u>29</u>	<u>1</u>	<u>65</u>	<u>4</u>	<u>1</u>

TABLE 2.01 (cont'd)

SEX AND RACE COMPOSITION OF TITLE I
CORRECTIVE READING PUPILS, GRADES 2-9
1969-70

Grade	Sex		Total	Race				
	Boys	Girls		White	Oriental	Black	Spanish American	Indian
5	133			25	1	105	2	
5		60		14	2	38	5	1
			—	—	—	—	—	—
Total			193	39	3	143	7	1
Percent of Total Grade	<u>69</u>	<u>31</u>	<u>100</u>	<u>20</u>	<u>2</u>	<u>74</u>	<u>4</u>	<u>—</u>
6	76			14		60	2	
6		27		8		19		
			—	—	—	—	—	—
Total			103	22		79	2	
Percent of Total Grade	<u>74</u>	<u>26</u>	<u>100</u>	<u>21</u>	<u>—</u>	<u>77</u>	<u>2</u>	<u>—</u>
7	376			242	2	119	13	
7		260		153	1	95	11	
			—	—	—	—	—	—
Total			636	395	3	214	24	
Percent of Total Grade	<u>59</u>	<u>41</u>	<u>100</u>	<u>62</u>	<u>—</u>	<u>34</u>	<u>4</u>	<u>—</u>

TABLE 2.01 (cont'd)
SEX AND RACE COMPOSITION OF TITLE I
CORRECTIVE READING PUPILS, GRADES 2-9
1969-70

Grade	Sex		Total	Race				
	Boys	Girls		White	Oriental	Black	Spanish American	Indian
8	243			157	1	80	4	1
8		131		76		50	4	1
Total			374	233	1	130	8	2
Percent of Total Grade	<u>65</u>	<u>35</u>	<u>100</u>	<u>62</u>	<u>—</u>	<u>35</u>	<u>2</u>	<u>1</u>
9	153			97	2	51	2	1
9		79		45	1	27	6	
Total			232	142	3	78	8	1
Percent of Total Grade	<u>66</u>	<u>34</u>	<u>100</u>	<u>61</u>	<u>1</u>	<u>34</u>	<u>3</u>	<u>—</u>
Total (all grades)	1660	1066	2726	1197	16	1402	96	15
Percent of Total (all grades)	<u>61</u>	<u>39</u>	<u>100</u>	<u>44</u>	<u>1</u>	<u>51</u>	<u>4</u>	<u>1</u>

Note: Percents may not total 100 because of rounding.

2.18

The pattern of enrollment changes in corrective reading is shown in Table 2.02. Numbers of pupils who left the reading program because of phasing out or moving are just about offset by pupils entering the program so that the final enrollment is not vastly different from the beginning enrollment. Based on the large number of total pupils enrolled in reading the total number of changes was not great except for seventh grade, which had a big influx of pupils in October. January appeared to be the month with the most changes.

Pupils are usually phased out of the reading program for one of two main reasons: the pupil has progressed sufficiently to be able to function in the regular classroom or the pupil has shown little chance for progress and is returned to the regular classroom.

TABLE 2.02

ENROLLMENT CHANGES IN TITLE I CORRECTIVE READING CLASSES, GRADES 2 - 9
1969-70

Beginning Grade Enrollment	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Final Enrollment	Average Enrollment
2	387										
Pupils Phased In		+ 9	+15	+ 9	+14	+17	+10	+ 5			
Pupils Phased Out or Moved	- 3	-10	-11	-12	-20	-12	-15	- 3	- 8		
<u>Adjusted</u>	<u>384</u>	<u>383</u>	<u>387</u>	<u>384</u>	<u>378</u>	<u>383</u>	<u>378</u>	<u>380</u>	<u>372</u>	<u>372</u>	<u>381</u>
3	325										
Pupils Phased In	+ 8	+11	+11	+17	+ 9	+ 8	+ 1				
Pupils Phased Out or Moved	- 1	-16	-17	-12	-13	-12	-10	- 5	-13		
<u>Adjusted</u>	<u>332</u>	<u>327</u>	<u>321</u>	<u>326</u>	<u>322</u>	<u>318</u>	<u>309</u>	<u>304</u>	<u>291</u>	<u>291</u>	<u>317</u>
4	286										
Pupils Phased In	+10	+ 4	+ 7	+ 8	+ 8	+ 9	+ 6	+ 2			
Pupils Phased Out or Moved	-	-15	-10	- 8	- 9	- 6	- 2	- 1	-		
<u>Adjusted</u>	<u>286</u>	<u>281</u>	<u>275</u>	<u>274</u>	<u>273</u>	<u>276</u>	<u>280</u>	<u>281</u>	<u>281</u>	<u>281</u>	<u>277</u>

2.19

TABLE 2.02 (cont'd)
 ENROLLMENT CHANGES IN TITLE I CORRECTIVE READING CLASSES, GRADES 2 - 9
 1969-70

Grade	Beginning Enrollment	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Final Enrollment	Average Enrollment
5	170											
Pupils Phased In		+ 3	+ 4	+ 4	+ 4	+ 4	+ 4	+ 6	+ 2			
Pupils Phased Out or Moved		- 2	- 6	- 1	- 2	- 3	- 5	- 4	- 7	- 1		
<u>Adjusted</u>		<u>168</u>	<u>165</u>	<u>168</u>	<u>166</u>	<u>167</u>	<u>166</u>	<u>168</u>	<u>163</u>	<u>162</u>	<u>162</u>	<u>166</u>
6	94											
Pupils Phased In		+ 1	+ 4		+ 3				+ 1			
Pupils Phased Out or Moved		- 1	- 1	- 1	- 1	- 1	- 3	- 1	- 1	- 1		
<u>Adjusted</u>		<u>94</u>	<u>94</u>	<u>98</u>	<u>97</u>	<u>99</u>	<u>96</u>	<u>95</u>	<u>95</u>	<u>95</u>	<u>95</u>	<u>96</u>
7	399											
Pupils Phased In		+130	+39	+11	+19	+34	+3	+1				
Pupils Phased Out or Moved		- 4	- 4	-24	- 9	-31	- 9	-18	-18	-69		
<u>Adjusted</u>		<u>395</u>	<u>521</u>	<u>536</u>	<u>538</u>	<u>507</u>	<u>517</u>	<u>533</u>	<u>518</u>	<u>450</u>	<u>450</u>	<u>502</u>

TABLE 2.02 (cont'd)

ENROLLMENT CHANGES IN TITLE I CORRECTIVE READING CLASSES, GRADES 2 - 9
1969-70

Grade	Beginning Enrollment	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Final Enrollment	Average Enrollment
8	262											
Pupils Phased In		+11	+20	+9	+46	+18	+8					
Pupils Phased Out or Moved		-3	-10	-18	-16	-32	-11	-16	-10	-21		
<u>Adjusted</u>		<u>259</u>	<u>260</u>	<u>262</u>	<u>255</u>	<u>269</u>	<u>276</u>	<u>268</u>	<u>258</u>	<u>237</u>	<u>237</u>	<u>260</u>
9	165											
Pupils Phased In		+31	+3	+2	+8	+11	+10	+1	+1	+1		
Pupils Phased Out or Moved		-3	-8	-11	-10	-21	-6	-17	-1	-15		
<u>Adjusted</u>		<u>162</u>	<u>185</u>	<u>177</u>	<u>169</u>	<u>156</u>	<u>161</u>	<u>154</u>	<u>154</u>	<u>140</u>	<u>140</u>	<u>162</u>

TABLE 2.03

NUMBER AND PERCENT OF TITLE I CORRECTIVE
READING PUPILS LIVING IN TITLE I AREA AND/OR
RIDING SCHOOL BUS TO SCHOOL
1969-70

Grade	Number Enrolled in Reading 1969-70	Number Living in Title I Area	%	Number Riding School Bus	%
2	466	420	90	57	12
3	390	350	90	38	10
4	332	308	93	29	9
5	193	180	93	46	24
6	103	97	94	32	31
7	636	217	50	266	42
8	374	181	48	101	27
9	232	117	50	62	27
Total (all Grades)	2726	1970	72	631	23

Of interest may be the numbers of pupils enrolled in corrective reading who are residing in a Title I target area and/or are riding a school bus at the elementary grade levels. This information is shown in Table 2.03. Considering all Title I corrective reading pupils, seventy-two percent reside within the designated target areas. At the elementary school level, ninety percent or more of the pupils live within the target area while at the junior high school level the figures drop to about fifty percent. The bussing effort among corrective reading pupils reaches a high of forty-two percent in the seventh grade and ranges downward to a low of nine percent for fourth grade.

TABLE 2.04

NUMBER AND PERCENT OF 1969-70 TITLE I
CORRECTIVE READING PUPILS WHO WERE
ENROLLED IN READING DURING 1968-69

Grade	Number Enrolled In Reading 1969-70	Number Enrolled In Reading 1968-69	Percent
2	466	14	3
3	390	140	36
4	332	159	48
5	193	112	58
6	103	42	41
7	636	115	18
8	374	161	43
9	232	87	38
Total (all grades)	2726	830	30

Table 2.04 shows the number and percent of the 1969-70 corrective reading pupils who were also enrolled in corrective reading during the previous school year of 1968-69. Percents of those enrolled for the second year ranged from a low of three for second graders to a high of fifty-eight for fifth graders. Overall, there were thirty percent of all the corrective reading pupils who were in reading for the second year.

TABLE 2.05

NUMBER AND PERCENT OF TITLE I CORRECTIVE READING PUPILS WHO WERE
PHASED OUT OF READING OR WHO MOVED TO ANOTHER SCHOOL, GRADES 2-9
1969-70

Grade	Total Enrollment	Pupils Who Phased Out		Pupils Who Moved to Another School		Total Changes	
		#	%	#	%	#	%
2	466	24	5.2	70	15.0	94	20.2
3	390	31	8.0	68	17.4	99	25.4
4	332	15	4.5	36	10.8	51	15.4
5	193	17	8.8	14	7.3	31	16.1
6	103	6	5.8	2	1.9	8	7.8
7	636	135	21.2	51	8.0	186	29.2
8	374	93	24.9	44	11.8	137	36.6
9	232	51	22.0	41	17.7	92	39.7
Totals	2726	372	13.7	326	12.0	698	25.6

Table 2.05 shows the number and percent of phased out pupils and "move aways" by grade level. About one-fifth of the junior high pupils were phased out with the highest percentage reported for eighth grade. Markedly fewer elementary pupils were phased out. The greatest percentage was for fifth grade with 8.8 and ranged downward to 4.5 percent for the fourth grade. Pupils moving out of the school account for from about two percent of the sixth grade reading pupils to nearly 18 percent of the ninth grade pupils. Altogether, about one-fourth of the corrective reading enrollment was phased out or moved.

At the time of their original entry into corrective reading classes, pupils are administered screening tests to determine their reading levels and subsequently their level of placement in reading classes. The corrective reading program as administered in Wichita designates four reading class placements. These are Basic, which is not more than one year below grade level; Mild Corrective, one to two years below grade level; Corrective, two or more years below grade level; and Severe Corrective, non-reader. Table 2.06 shows the comparison of frequencies of pupils in each reading level category at entry into corrective reading and again at the time of exit or end of the year. It might be hypothesized that if pupils made improvement in reading that a higher percentage of them should be found in the Basic and Mild Corrective categories at the end of the year or exit and a correspondingly lower percentage in the categories of Corrective and Severe Corrective.

At every grade level this is what happened, so that considering all grades as a single group the two higher teaching levels increased by thirteen percent while the two lower levels decreased by twenty-six percent. Ratings were not available on the remaining twelve percent. In general, it is concluded that there was some upward movement in the reading class placements.

TABLE 2.06

COMPARISON OF FREQUENCIES OF READING CLASS
PLACEMENT OF PUPILS AT TIME OF ENTRY TO AND
AT EXIT FROM TITLE I CORRECTIVE READING, 1969-70

Grade	Pupils	Reading Class Placement				No Designation
		Basic	Mild Corrective	Corrective	Severe Corrective	
2	466					
Entry	(Number)		56	301	89	20
	(Percent)		12	65	19	4
Exit	(Number)	18	105	230	32	81
	(Percent)	<u>4</u>	<u>23</u>	<u>49</u>	<u>7</u>	<u>17</u>
3	390					
Entry	(Number)		59	244	69	18
	(Percent)		15	63	18	5
Exit	(Number)	10	111	145	38	86
	(Percent)	<u>3</u>	<u>28</u>	<u>37</u>	<u>10</u>	<u>22</u>
4	332					
Entry	(Number)	2	47	210	61	12
	(Percent)	1	14	63	18	4
Exit	(Number)	7	115	137	23	50
	(Percent)	<u>2</u>	<u>35</u>	<u>41</u>	<u>7</u>	<u>15</u>
5	193					
Entry	(Number)		35	94	55	9
	(Percent)		18	49	28	5
Exit	(Number)	11	47	82	36	17
	(Percent)	<u>6</u>	<u>24</u>	<u>42</u>	<u>19</u>	<u>9</u>

TABLE 2.06 (cont'd)

COMPARISON OF FREQUENCIES OF READING CLASS
PLACEMENT OF PUPILS AT TIME OF ENTRY TO AND
AT EXIT FROM TITLE I CORRECTIVE READING, 1969-70

Grade	Pupils	Reading Class Placement				No Designation
		Basic	Mild Corrective	Corrective	Severe Corrective	
6	103					
Entry	(Number)		15	46	39	3
	(Percent)		15	45	38	3
Exit	(Number)	4	44	31	22	1
	(Percent)	<u>4</u>	<u>43</u>	<u>30</u>	<u>21</u>	<u>1</u>
7	636					
Entry	(Number)	22	116	343	135	20
	(Percent)	3	18	54	21	3
Exit	(Number)	46	161	273	73	83
	(Percent)	<u>7</u>	<u>25</u>	<u>43</u>	<u>11</u>	<u>13</u>
8	374					
Entry	(Number)	15	75	203	69	12
	(Percent)	4	20	54	18	3
Exit	(Number)	19	84	155	44	72
	(Percent)	<u>5</u>	<u>22</u>	<u>41</u>	<u>12</u>	<u>21</u>
9	232					
Entry	(Number)	11	26	157	36	2
	(Percent)	5	11	68	16	1
Exit	(Number)	26	35	93	23	55
	(Percent)	<u>11</u>	<u>15</u>	<u>40</u>	<u>10</u>	<u>24</u>
All Grades Combined	2726					
Entry	(Number)	50	429	1598	553	96
	(Percent)	2	16	59	20	4
Exit	(Number)	141	702	1146	292	445
	(Percent)	<u>5</u>	<u>26</u>	<u>42</u>	<u>11</u>	<u>16</u>

Note: Percents may not add to 100 because of rounding.

Table 2.07 shows the comparisons of pretest and posttest results based on the variable of Instructional Reading Grade Level. Pretest results were obtained in September or at the time a pupil entered the corrective reading program. Posttest results were obtained in May or at the time a pupil left the program. The Instructional Reading Grade Level is determined by the teacher for each pupil based on whatever method the teacher desires to use. Instruments used were graded word lists, the Silvaroli, the Gray-Oral, the San Diego, or graded paragraphs. Reading teachers feel that the Instructional Reading Grade Level is the most accurate measurement of the pupil's level of reading achievement. Pretest and posttest statistics are shown in the table. Means ranged from .23 to 4.57 on the pretest and from 1.31 to 6.37 on the posttest. Consequently, mean gains ranged from 1.08 to 1.85. Thus, in the eight month interim from September to May, all grades made at least ten months gain. The most gain was made by the sixth grade. Correlations between pre and post measurements ranged from .34 in the third grade to .76 in the seventh grade. With the exceptions of the two low correlations for second and third grades, all other correlations were good. Differences in the means from pre to post were all significant at the .01 level or greater.

TABLE 2.07

PRETEST AND POSTTEST INSTRUCTIONAL READING GRADE LEVEL
COMPARISONS OF TITLE I CORRECTIVE READING PUPILS
1969-70

Grade	N	Pretest			Posttest			R	t	$\bar{X}$ Gain
		$\bar{X}$	SD	$SE_{\bar{X}}$	$\bar{X}$	SD	$SE_{\bar{X}}$			
2	370	.23	.34	.02	1.31	.85	.04	.52	27.95	1.08
3	302	.81	.81	.05	2.32	2.64	.15	.34	10.52	1.51
4	268	1.58	.95	.06	3.04	1.23	.08	.74	29.04	1.46
5	160	1.86	1.26	.10	3.40	1.59	.13	.68	16.39	1.54
6	92	1.92	1.54	.16	3.77	1.87	.20	.67	12.50	1.85
7	543	4.15	1.43	.06	5.50	1.73	.07	.76	27.73	1.35
8	297	4.37	2.15	.13	5.92	2.11	.12	.69	15.81	1.55
9	179	4.57	2.19	.16	6.37	2.28	.17	.73	14.49	1.80

N Number of pupils with both pre and post scores

$\bar{X}$ Mean

SD Standard Deviation

$SE_{\bar{X}}$ Standard error of the Mean

R Correlation

t Student t

TABLE 2.08

AVERAGE INSTRUCTIONAL READING GRADE LEVEL GAINS OF
TITLE I CORRECTIVE READING PUPILS PHASED OUT, GRADES 2-9
1969-70

Grade	Number Reported*	Mean Instructional Reading Grade Level Gain	Range
2	11	1.9	.9 to 3.0
3	20	1.9	0 to 4.0
4	6	1.8	1.0 to 2.5
5	6	1.8	1.0 to 3.0
6	3	1.0	1.0 to 1.0
7	111	1.6	- .8 to 5.7
8	68	1.1	-5.5 to 7.2
9	28	1.8	0 to 6.9

*The remainder of pupils phased out did not have posttest scores reported.

Table 2.08 shows the mean gains on the Instructional Reading Grade Level for those pupils who were phased out of reading and for whom scores were reported. Several pupils apparently were returned to the regular classrooms without post measurements. Gains in this grouping ranged from 1.0 for the sixth grade to 1.9 for the second and third grades. With the exception of the sixth and eighth grades, all gains for the phased out groups were greater than for the groups as a whole.

The Gates-MacGinitie reading tests were used to obtain pre and post measurements in Vocabulary and in Comprehension. Tables 2.09 and 2.10 show the statistics for reading vocabulary measures. Raw scores were converted to obtain grade scores and percentile ranks. Grade score gains ranged from a low of .4 in the second grade to highs of 1.3 in the seventh and ninth grades. All grades from second through ninth registered expected eight month gains except second, fourth, and sixth grades. All gains were significant at the .01 level or greater.

TABLE 2.09

PRETEST AND POSTTEST GATES-MACGINITIE READING VOCABULARY
SCORES OF TITLE I ELEMENTARY CORRECTIVE READING PUPILS
1969-70

Statistic	Grade Level Tested				
	2	3	4	5	6
Number of Pupils with Pre and Post Scores	323	277	244	146	90
Pretest:					
Mean Raw Score	12.30	16.05	14.56	14.49	15.59
Standard Deviation	5.95	5.75	6.16	6.41	7.21
SE of Mean	.33	.35	.40	.53	.76
Grade Score	1.3	1.6	3.2	3.1	3.3
Percentile Rank (October Norm)	14	12	21	7	4
Posttest:					
Mean Raw Score	20.53	23.27	18.76	19.74	21.08
Standard Deviation	7.43	7.73	8.56	7.07	8.49
SE of Mean	.41	.47	.55	.59	.90
Grade Score	1.7	2.6	3.7	3.9	4.0
Percentile Rank (May Norm)	16	16	21	14	7
Raw Score Correlation	.34	.47	.53	.70	.68
Raw Score t	18.99	16.81	8.81	12.11	8.05
Gains (Pre to Post)					
Mean Raw Score	8.23	7.22	4.20	5.25	5.49
Grade Score	.4	1.0	.5	.8	.7
Percentile Rank	2	4	0	7	3

TABLE 2.10

PRETEST AND POSTTEST GATES-MACGINITIE READING VOCABULARY
SCORES OF TITLE I SECONDARY CORRECTIVE READING PUPILS
1969-70

Statistic	Grade Level Tested		
	7	8	9
Number of Pupils with Pre and Post Scores	535	286	172
Pretest:			
Mean Raw Score	13.54	14.80	15.48
Standard Deviation	6.48	6.25	9.06
SE of Mean	.28	.37	.69
Grade Score	4.9	5.3	5.3
Percentile Rank (October Norm)	18	16	12
Posttest:			
Mean Raw Score	17.98	17.78	19.42
Standard Deviation	6.92	6.17	7.12
SE of Mean	.30	.37	.54
Grade Score	6.2	6.2	6.6
Percentile Rank (May Norm)	27	21	16
Raw Score Correlation	.31	.41	.42
Raw Score t	13.02	7.48	5.79
Gains (Pre to Post)			
Mean Raw Score	4.44	2.98	3.94
Grade Score	1.3	.9	1.3
Percentile Rank	9	5	4

2.34

Similar information is reported for Comprehension and is recorded in Tables 2.11 and 2.12. Comprehension grade score gains ranged from .5 in the second grade to 1.2 in the ninth grade. Four of the grade score gains equalled or exceeded the expectancy of .8. These were third grade, .9; seventh grade, .8; eighth grade, 1.1; and ninth grade, 1.2. Again, all gains were significant at the .01 level or greater

TABLE 2.11

PRETEST AND POSTTEST GATES-MACGINITIE READING COMPREHENSION
 SCORES OF TITLE I ELEMENTARY CORRECTIVE READING PUPILS
 1969-70

Statistic	Grade Level Tested				
	2	3	4	5	6
Number of pupils with Pre and Post scores	324	276	245	145	90
Pretest:					
Mean Raw Score	6.47	11.33	13.55	14.98	17.07
Standard Deviation	4.58	5.39	6.02	7.98	9.10
SE of Mean	.25	.32	.39	.67	.96
Grade Score	1.3	1.7	2.5	2.6	2.8
Percentile Rank (October Norm)	12	12	14	5	4
Posttest:					
Mean Raw Score	12.63	18.95	20.38	20.61	23.10
Standard Deviation	6.60	8.00	7.97	8.22	10.30
SE of Mean	.37	.48	.51	.69	1.09
Grade Score	1.8	2.6	3.1	3.2	3.4
Percentile Rank (May Norm)	12	18	14	8	7
Raw Score Correlation	.37	.45	.59	.64	.70
Raw Score t	17.02	17.18	16.34	9.78	7.46
Gains (Pre to Post)					
Mean Raw Score	6.16	7.62	6.83	5.63	6.03
Grade Score	.5	.9	.6	.6	.6
Percentile Rank	0	6	0	3	3

TABLE 2.12

PRETEST AND POSTTEST GATES-MACGINITIE READING COMPREHENSION
 SCORES OF TITLE I SECONDARY CORRECTIVE READING PUPILS
 1969-70

Statistic	Grade Level Tested		
	7	8	9
Number of Pupils with Pre and Post Scores	536	287	173
Pretest:			
Mean Raw Score	18.10	19.99	22.12
Standard Deviation	8.21	9.23	9.96
SE of Mean	.35	.55	.76
Grade Score	3.5	3.9	4.3
Percentile Rank (October Norm)	10	8	7
Posttest:			
Mean Raw Score	22.05	24.73	27.02
Standard Deviation	8.55	9.35	10.53
SE of Mean	.37	.55	.80
Grade Score	4.3	5.0	5.5
Percentile Rank (May Norm)	14	12	10
Raw Score Correlation	.57	.64	.61
Raw Score t	11.68	10.10	7.08
Gains: (Pre to Post)			
Mean Raw Score	3.95	4.74	4.90
Grade Score	.8	1.1	1.2
Percentile Rank	4	4	3

Frequency distributions of all three measurements were drawn. These are shown in Tables 2.13 through 2.18. Instructional Reading Grade Level gains are shown in Tables 2.13 and 2.14. Following are the percents of each grade that gained one or more grade levels on the instructional variable:

second grade	51.8
third grade	67.1
fourth grade	80.9
fifth grade	74.6
sixth grade	69.6
seventh grade	64.1
eight grade	63.6
ninth grade	69.8

Except for second grade, at least sixty percent of the pupils of each grade made at least a one grade level gain.

Ranges of gains are also reported. With the exception of the sixth grade, all other grade levels had a very small percentage of pupils who regressed on the instructional reading grade level from pretest to posttest. These percentages did not exceed 2.0 for the elementary grades or 4.8 for the junior high grades.

TABLE 2.13

FREQUENCY DISTRIBUTIONS OF INSTRUCTIONAL READING GRADE LEVEL
GAINS OF TITLE I CORRECTIVE READING PUPILS, GRADES 2-6
1969-70

Instructional Reading Grade Level Gains (+) Losses (-)	2nd Grade #	2nd Grade %	3rd Grade #	3rd Grade %	4th Grade #	4th Grade %	5th Grade #	5th Grade %	6th Grade #	6th Grade %
-2.0 to -1.6							1	.6		
-1.5 to -1.1					1	.4				
-1.0 to - .6			2	.7						
- .5 to - .1	3	.8	4	1.3	1	.4	1	.6		
0 to + .4	90	24.3	47	15.6	23	8.6	23	14.4	12	13.0
+ .5 to + .9	85	23.0	46	15.2	26	9.7	16	10.0	16	17.4
+1.0 to +1.4	63	17.0	46	15.2	80	29.9	38	23.8	13	14.1
+1.5 to +1.9	86	23.2	59	19.5	49	18.3	24	15.0	12	13.0
+2.0 to +2.4	30	8.1	47	15.6	44	16.4	23	14.4	7	7.6
+2.5 to +2.9	12	3.2	33	10.9	28	10.4	10	6.3	7	7.6
+3.0 to +3.4	1	.3	10	3.3	10	3.7	11	6.9	10	10.9
+3.5 to +3.9			7	2.3	6	2.2	4	2.5	3	3.3
+4.0 to +4.4			1	.3			6	3.8	6	6.5
+4.5 to +4.9							1	.6	3	3.3
+5.0 or more							2	1.3	3	3.3
Total	370		302		268		160		92	
Range of Gain	-.3 to +3.0		-1.0 to +4.0		-1.5 to +3.9		-1.9 to +5.5		0 to +5.3	
Mean Gain	1.08		1.51		1.46		1.54		1.85	

TABLE 2.14

FREQUENCY DISTRIBUTIONS OF INSTRUCTIONAL READING GRADE
LEVEL GAINS OF TITLE I CORRECTIVE READING PUPILS, GRADES 7-9
 1969-70

Instructional Reading Grade Level Gains (+) Losses (-)	Seventh Grade Number Percent		Eight Grade Number Percent		Ninth Grade Number percent	
Less than -2.0						
-2.0 to -1.6	2	.4				
-1.5 to -1.1	2	.4				
-1.0 to - .6	4	.7	2	.7	4	2.2
- .5 to - .1	18	3.3	8	2.7	4	2.2
0 to + .4	94	17.3	62	20.9	22	12.3
+ .5 to + .9	75	13.8	38	12.8	24	13.4
+1.0 to +1.4	106	19.5	58	19.5	33	18.4
+1.5 to +1.9	82	15.1	35	11.8	28	15.6
+2.0 to +2.4	77	14.2	32	10.8	19	10.6
+2.5 to +2.9	34	6.3	12	4.0	10	5.6
+3.0 to +3.4	26	4.8	16	5.4	13	7.3
+3.5 to +3.9	9	1.7	6	2.0	2	1.1
+4.0 to +4.4	4	.7	5	1.7	5	2.8
+4.5 to +4.9	5	.9	2	.7	1	.6
+5.0 or more	5	.9	21	7.7	14	7.8
Total Number	543		297		179	
Range of Gains	-2.0 to +7.0		-4.4 to +7.3		- .5 to +8.0	
$\bar{X}$ Gain Inst. RGL	1.35		1.55		1.80	

Note: Percents may not total to 100 because of rounding.

2.40

Tables 2.15 through 2.18 show raw score gain frequency distributions on Vocabulary and for Comprehension. The following percentages of each grade made at least a gain of five raw score points or more:

	Vocabulary	Comprehension
second	69.1	55.6
third	63.1	62.9
fourth	38.8	60.3
fifth	54.2	56.7
sixth	63.4	57.8
seventh	49.6	45.7
eighth	40.4	48.7
ninth	46.6	49.6

TABLE 2.15

FREQUENCY DISTRIBUTIONS OF GATES-MACGINITIE READING VOCABULARY
RAW SCORE GAINS OF TITLE I CORRECTIVE READING PUPILS, GRADES 2-6
1969-70

Vocabulary Raw Score Gains (+) Losses (-)	2nd Grade # %	3rd Grade # %	4th Grade # %	5th Grade # %	6th Grade # %
Less than -15		1 .4			
-15 to -11	4 1.2		1 .4		1 1.1
-10 to - 6	11 3.4	6 2.2	7 2.9	3 2.1	5 5.6
- 5 to - 1	19 5.9	18 6.5	55 22.5	13 8.9	8 8.9
0 to + 4	66 20.4	77 27.8	86 35.2	51 34.9	19 21.1
+ 5 to + 9	95 29.4	80 28.9	45 18.4	48 32.9	36 40.0
+10 to +14	65 20.1	63 22.7	24 9.8	22 15.1	14 15.6
+15 to +19	37 11.5	22 7.9	14 5.7	9 6.2	6 6.7
+20 to +24	18 5.6	7 2.5	8 3.3		1 1.1
+25 to +29	6 1.9	1 .4	2 .8		
+30 or more	2 .6	2 .7	2 .8		
Total Number	323	277	244	146	90
Range of Gains	-15 to +37	-23 to +31	-13 to +31	-9 to +19	-12 to +23
Mean Vocabulary Raw Score Gain	8.23	7.22	4.20	5.25	5.49

2.41

TABLE 2.16

FREQUENCY DISTRIBUTIONS OF GATES-MACGINITIE READING VOCABULARY
RAW SCORE GAINS OF TITLE I CORRECTIVE READING PUPILS, GRADES 7-9
1969-70

Vocabulary Raw Score Gains (+) Losses (-)	Seventh Grade Number Percent		Eighth Grade Number Percent		Ninth Grade Number Percent	
Less than -15	7	1.3	2	.7	1	.6
-15 to -11			1	.3	2	1.2
-10 to - 6	15	2.8	11	3.8	8	4.7
- 5 to - 1	76	14.2	52	18.2	22	12.8
0 to + 4	172	32.2	104	36.4	59	34.3
+ 5 to + 9	165	30.9	74	25.9	45	26.2
+10 to +14	73	13.7	31	10.8	23	13.4
+15 to +19	16	3.0	5	1.7	9	5.2
+20 to +24	7	1.3	3	1.0	1	.6
+25 to +29			1	.3	1	.6
+30 or more	4	.7	2	.7	1	.6
Total Number	534		286		172	
Range of Gains	-38 to +47		-31 to +32		-22 to +33	
Mean Vocabulary Raw Score Gain	4.44		2.98		3.94	

Note: Percents may not total to 100 because of rounding.

TABLE 2.17

FREQUENCY DISTRIBUTIONS OF GATES-MACGINITIE READING COMPREHENSION
RAW SCORE GAINS OF TITLE I CORRECTIVE READING PUPILS, GRADES 2-6
1969-70

Comprehension Raw Score Gains (+) Losses (-)	2nd Grade #	2nd Grade %	3rd Grade #	3rd Grade %	4th Grade #	4th Grade %	5th Grade #	5th Grade %	6th Grade #	6th Grade %
Less than -15									1	1.1
-15 to -11			1	.4	1	.4	1	.7		
-10 to -6	8	2.5	8	2.9	5	2.0	3	2.1	3	3.3
-5 to -1	33	10.2	28	10.1	27	11.0	23	15.9	12	13.3
0 to +4	103	31.8	65	23.6	64	26.1	36	24.8	22	24.4
+5 to +9	90	27.8	63	22.8	69	28.2	43	29.7	24	26.7
+10 to +14	58	17.9	60	21.7	54	22.0	24	16.6	18	20.0
+15 to +19	24	7.4	36	13.0	17	6.9	10	6.9	5	5.6
+20 to +24	6	1.9	12	4.3	4	1.6	4	2.8	3	3.3
+25 to +29			3	1.1	4	1.6	1	.7	2	2.2
+30 or more	2	.6								
Total Number	324		276		245		145		90	
Range of Gains	-9 to +32		-11 to +28		-10 to +28		-12 to +27		-18 to +26	
Mean Reading Comprehension Raw Score Gain	6.16		7.62		6.83		5.63		6.03	

TABLE 2.18

FREQUENCY DISTRIBUTIONS OF GATES-MACGINITIE READING COMPREHENSION
 RAW SCORE GAINS OF TITLE I CORRECTIVE READING PUPILS, GRADES 7-9
 1969-70

Comprehension Raw score Gains (+) Losses (-)	Seventh Grade Number Percent		Eighth Grade Number Percent		Ninth Grade Number Percent	
Less than -15	2	.4	2	.7	2	1.2
-15 to -11	11	2.1	5	1.7	1	.6
-10 to - 6	29	5.4	15	5.2	10	5.8
- 5 to - 1	97	18.1	49	17.1	25	14.5
0 to + 4	151	28.2	79	27.5	49	28.3
+ 5 to + 9	136	25.4	66	23.0	45	26.0
+10 to +14	61	11.4	37	12.9	21	12.1
+15 to +19	34	6.1	23	8.0	8	4.6
+20 to +24	13	2.4	8	2.8	7	4.0
+25 to +29			1	1.3	2	1.2
+30 or more	2	.4	2	.7	3	1.7
Total Number	535		287		173	
Range of Gains	-20 to +33		-21 to +37		-25 to +38	
Mean Comprehension Raw Score Gain	3.95		4.74		4.90	

Note: Percents may not total to 100 because of rounding.

TABLE 2.19

COMPARISON OF QUARTILE DISTRIBUTIONS OF PRETEST AND
POSTTEST RESULTS OF TITLE I CORRECTIVE READING PUPILS
ON GATES-MACGINITIE READING COMPREHENSION TEST, GRADES 2-9
1969-70

Grade	Test	Quartile Distributions (Percent In Each Quartile)			
		1-25 %ile	26-50 %ile	51-75 %ile	76-99 %ile
2	Pretest	67	27	5	1
	Posttest	84	11	4	1
3	Pretest	83	15	2	
	Posttest	70	23	6	1
4	Pretest	82	16	2	
	Posttest	77	19	2	2
5	Pretest	89	11		
	Posttest	89	10	1	
6	Pretest	96	4		
	Posttest	88	9	2	1
7	Pretest	79	17	3	1
	Posttest	71	24	4	1
8	Pretest	84	11	4	1
	Posttest	79	15	5	1
9	Pretest	84	13	2	1
	Posttest	78	13	5	4

A comparison of pretest and posttest quartile distributions on the Gates-MacGinitie Reading Comprehension Test for each grade level is shown in Table 2.19. This statistic shows a very slight upward shift into the two upper quartiles. Grades three, four, six, seven, and eight show a posttest increase in the percent of pupils in the third quartile. A desirable pattern would be for percentages in the lowest quartile to decrease on the posttest. Such was the case for the third, fourth, sixth, seventh, eighth, and ninth grades.

TABLE 2.20
 RECAPITULATION OF MEAN GAINS OF TITLE I
 CORRECTIVE READING PUPILS, GRADES 2-9
 1969-70

Gains*	Grade							
	2	3	4	5	6	7	8	9
Instructional Reading Grade Level	1.1	1.5	1.5	1.5	1.9	1.4	1.6	1.8
Gates-MacGinitie Reading Vocabulary Grade Score	.4	1.0	.5	.8	.7	1.3	.9	1.3
Gates-MacGinitie Reading Comprehension Grade Score	.5	.9	.6	.6	.6	.8	1.1	1.2

*All gains are rounded to the nearest month.

A recapitulation of mean gains for all variables measured is shown in Table 2.20. Of the twenty-four gains reported, seventeen were equal to or greater than normal expectancy from September to May.

COMMENTS ON RESULTS

Among the instructional portions of PROJECT SPEEDY, the Corrective Reading segment affects a larger group of pupils than any other single segment both longitudinally and horizontally; that is, it reaches more pupils across a wider grade span than any other project element.

Gains made by corrective reading pupils during the 1969-70 school year in reading comprehension surpassed the 1968-69 gains at all grade levels. In vocabulary the gains were all equal or better except for

second grade and eighth grade which were each one month less than the previous year. Only the seventh grade did not equal or surpass the prior year's results on the instructional reading grade level.

Of the twenty-four gain scores that were computed for 1969-70, only seven did not equal or exceed the normal expected gains of eight months, the time elapsed between the pretest in September and the posttest in May.

While it must be pointed out that the mean test scores of corrective reading pupils place them from one to four years below grade level at the end of the year, their mean gain scores are encouraging. It would probably be unreasonable to expect pupils with reading problems to make greater gains than pupils who do not have reading problems and are above the average scholastically.

Too, there may be a fallacy in the use of standardized paper and pencil tests to measure the progress of pupils with reading problems. Some new kind of measurement may need to be developed for reading disability pupils in order to more accurately assess progress.

The goals of increasing pupils' results in the areas of instructional reading grade level, reading vocabulary, and reading comprehension were all met. Improvements in the pupils' attitudes were noted by teachers.

3.00

ACTIVITY EVALUATION

1. LEA District No. 259 Activity Art Instruction and Expression
2. Length of Activity 9 months
 Beginning Date Aug. 28, 1969 Ending Date May 28, 1970
 Hours per Week:
 Regular Session 25 Summer Session _____
3. Estimated Cost of this Activity \$26,500
4. Number of Public and Private School Students Participating in this Activity by Grade Level for each Session.

GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION		GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION	
	Public	Non-Public	Public	Non-Public		Public	Non-Public	Public	Non-Public
Pra-K					7				
1	384				8				
2	405				9				
3	417				10				
4	419				11				
5					12				
6					Ungraded				
					TOTAL	1625			

5. Number of Staff Involved in this Activity:
 Full Time 3 Half Time _____
6. Location of Activity:
 In Public School Six elementary schools
 In Non-public School _____

ART INSTRUCTION AND EXPRESSION

Among the various instructional components of PROJECT SPEEDY, art instruction was one chosen for continuation although in a modified form suggested by experiences of the prior three years.

OBJECTIVES

To improve the non-verbal expression of disadvantaged children by:

- a. improving the art program in selected schools.
- b. assisting the classroom teachers in developing and implementing a meaningful art program.
- c. working with individual or small groups of children in an art-therapy type setting.

PROCEDURES

In past years, there was an attempt to provide art instruction in all Title I schools by assigning one art instructor as many as seven schools. It was found that this was a relatively ineffective use of the art teacher's skills. A pilot program conducted last year showed the desirability of providing a teacher for not more than two schools. Thus for 1969-70, three special art teachers were assigned six Project SPEEDY schools or two each. Two methods were utilized in carrying out the art program. First, the art teachers made their services available to the regular kindergarten through third grade teachers for

classroom inservice art training. Classroom teachers were not required to participate in this part of the program; however, most of them requested the art teachers come to their classrooms.

Secondly, an art-therapy program was instituted. The main function of this program was to allow individual pupils or small groups of pupils to go to the art room on a regular basis and work with the various art media. Referrals to art-therapy were made by teachers, principal, counselor, or nurse. Pupils selected for art-therapy were those who were judged to be in need of individualized attention.

EVALUATION STRATEGY

No standardized tests were used in the evaluation of this part of PROJECT SPEEDY. Non-test sources of information included interviews with special art teachers and principals of the project schools. School records were used to obtain attendance and participation information.

PRESENTATION OF DATA

The following materials were reported to have been used by children in making various art objects or projects:

- | | |
|------------|-------------------|
| 1. wood | 7. water colors |
| 2. burlap | 8. crayons |
| 3. paper | 9. clay |
| 4. tempera | 10. wax |
| 5. paint | 11. jute |
| 6. wire | 12. nails |
| | 13. glue or paste |

Among art processes used were woodworking, burlap sewing and hooking, paper mache, finger painting, brush painting, wire sculpturing, coloring, clay molding, batiking, and macrame knotting.

Children were free to create their own designs for art projects. Use of a special art room which was available in most of the six schools was regarded as being very valuable to the art program. Pupils could pursue long term projects since the materials and partially completed art work could be left undisturbed in the room. Too, much larger projects were possible, such as large paper mache animals.

Art-therapy sessions were usually about 50 minutes in length. Pupils were taken individually or in small groups of not more than eight. The most common number was five or six. Pupils were allowed to keep coming to art-therapy until they were felt to have improved sufficiently in the problem areas for which they were referred. There did not appear to be any stigma attached to the art-therapy sessions. Many other youngsters were clamoring to go to the art room. Some were allowed to go for one or two sessions. This seems to have been a good "sales" technique and well worth the time required.

The Director of the Art Department made the following comments about the art-therapy program in one of his reports. "Perhaps one of the more exciting aspects of the program was the effectiveness it had on children with emotional problems. They were handled on a one-to-one basis or in small groups in the art room. In this room were woodworking benches, easels and tables where boys and girls could hammer, saw, pound, paint, and work with many art materials. They

3.04

made cars, airplanes, trucks, doll furniture, wall hangings, clay animals, tempera paintings, paper mache figures, finger paintings, etc. They had the opportunity to work with many mediums and to choose and develop ideas in non-verbal terms.

"It was felt that the experiences these children had in the art room seemed to reinforce their self-concept and was of a positive nature to the extent that some of the children began to accept the school environment.

"One girl who came from a broken home was withdrawn, smiled very seldom, and was not achieving in the classroom. Her teacher felt that coming to the art room the first thing in the morning would help her to meet the routine of the regular classroom. After a semester of working with different art media, she would smile when she met you in the hall, was achieving in her class work, and was able to relate socially with her peer group."

The director went on to say, "In no way do we feel that the art teacher can solve all of the problems these children have, but if properly used may contribute greatly to the total school experience which, we hope, will make school a positive experience for these children."

One teacher expressed the opinion that the art program had a positive influence on the pupil's school attendance. Some pupils liked the art so well they started attending school more in order to be a part of the program.

Approximately one half of the art teacher's time was spent in the regular teachers' classrooms involved in inservice art training. The art teacher worked with the classes and teachers to demonstrate methods and techniques that were usable in a class setting. As previously stated, this part of the program was voluntary. If a teacher did not wish to use the service of the art teacher, she was not required to do so. The three art teachers found that their schedules were nearly completely filled. Approximately 1,625 pupils in grades kindergarten through third were given art instruction in the classrooms.

Budgets for materials amounted to \$1,000.00 per teacher.

COMMENTS ON RESULTS

The Project SPEEDY art program conducted during 1969-70 represents an evolutionary development of a program started at the beginning of Title I participation in 1966. Experience has shown that an effective program must be a concentrated one. Services must be directed toward a smaller population. The art-therapy approach allows this concept to be applied quite effectively. Most teachers have demonstrated their acceptance and utilization of the art program by requests to have the art teacher scheduled into their classrooms. The type, quantity, and quality of art objects made by pupils and on display in the schools is an indicator of the success of the program.

ACTIVITY EVALUATION

1. LEA District No. 259 Activity Elementary Mathematics
2. Length of Activity 6 months
 Beginning Date Jan. 5, 1970 Ending Date May 28, 1970
 Hours per Week:
 Regular Session 25 Summer Session _____
3. Estimated Cost of this Activity \$7,000
4. Number of Public and Private School Students Participating in this Activity by Grade Level for each Session.

GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION		GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION	
	Public	Non-Public	Public	Non-Public		Public	Non-Public	Public	Non-Public
Pre-K					7				
K	40				8				
1	40				9				
2	40				10				
3					11				
4					12				
5	40				Ungraded				
6					TOTAL	160			

5. Number of Staff involved in this Activity:
 Full Time 1 Half Time _____
6. Location of Activity:
 In Public School One elementary school
 In Non-public School _____

ELEMENTARY MATHEMATICS INSTRUCTION

Except for some limited mathematics programs in summer school, mathematics instruction has never been a part of the total Title I thrust. For the 1969-70 school year, two types of programs were included. These were the Developmental Primary Mathematics Project and Project SEED, a cooperative venture with Wichita State University.

Developmental Primary Mathematics Project

Educationally disadvantaged children respond readily in early grades to subject matter, such as mathematics, which has little negative social connotations. Also, it may be that educationally disadvantaged children approach their beginning school experience with greater readiness for number concept development than for reading. If the foregoing assumptions are true, a success experience may be more readily attained when pupils are exposed to appropriate instruction in the number program.

Inventories concerning what children know when entering school show that while they cannot interpret the printed forms of expression, they already know and understand much of that which exists on the printed page of the usual beginning number book. Pupils should be provided an instructional setting which maximizes the continuation of concept development dealing with number ideas, and proceeds with minimal dependence on reading and writing skill. Reading and writing are important skills to be learned; however, these skills should not be the pacing instruments for learning number concepts.

Children can grasp sophisticated mathematical understanding, when the instructional approach is appropriate. The skilled teacher sets up the situation, or pattern, and stimulates pupil thought by skillful questioning, and involves pupils in the structuring and restructuring process. The fixed printed page plays a minimal role in the manipulative and discovery method of teaching.

OBJECTIVES

1. To develop a Kindergarten through second grade mathematics program which:
 - a. has a low initial dependency on verbal skills, but which lends itself to development of quantitative communications.
 - b. conceptualizes mathematics through a visual-sensory approach.
 - c. provides active learning situations, which result in a maximum amount of individual pupil involvement.
 - d. allows number idea development to advance independent of reading and writing ability.
2. To develop an instrument for the measurement of mathematical readiness and understanding.
3. To improve the mathematical achievement of project pupils.

PROCEDURES

The planned duration of this project is for the two school years 1969-70 and 1970-71. Instructional leadership was to be the responsi-

bility of a mathematics specialist. The specialist was charged with developing and implementing the project. The specialist worked closely with the six (two at each grade level K-2) classroom teachers in developing the program. Class instruction in mathematics was a shared function of both the classroom teachers and the specialist. In addition, the specialist was to hold inservice meetings with the teachers, develop lesson plans, record sequential development of the project, and keep other records as needed. Instructional plans developed in the first year are to be revised and updated for the second year in such a way that a mathematics handbook will eventually evolve from the effort of the second year.

An instructional aide was to be employed to support the effort of the specialist and teachers. The specialist was responsible for identifying visual-sensory props and materials, and instructing the aide in the production of them.

EVALUATION STRATEGY

No formal evaluation of this project was planned during the year 1969-70. A final report is expected to be made at the close of the 1970-71 school year.

PRESENTATION OF DATA

The Primary Mathematics Project received approval too late in the fall of 1969 to be started first semester. A former high school mathematics teacher was selected to fill the position of mathematics specialist. He started work on the project in January 1970. Work with teachers and pupils did not begin until second semester. Because

4.04

of the late starting date, the project administrators did not feel that full value could be realized from the employment of the teacher aide. The aide will, however, be employed for 1970-71.

A preliminary form of a mathematics readiness and concept test has been developed by the mathematics specialist. This test will be refined and tested during 1970-71.

COMMENTS ON RESULTS

Although this project was very late in being started, it shows much promise for success another year. The mathematics specialist has had time to analyze the project in terms of how to accomplish the stated objectives and will be able to introduce procedures at the outset of the next school year.

Project SEED

Project SEED (Special Education for the Educationally Disadvantaged) was implemented in one Title I elementary during second semester. Two Wichita State University professors each taught one class of fifth grade mathematics pupils forty minutes per day throughout the second semester of 1969-70. The method of teaching follows strategies developed by Dr. Johntz. These strategies include:

- "1. the teaching of abstract, conceptualized mathematics in a logical, stimulating manner, while
2. utilizing an "open-ended" questioning approach that builds

concepts from children's unique problem - analyses skills,
and

3. using a "guest instructor" who possesses highly developed mathematical understandings and who believes that deprived kids can learn, and
4. leaving the regular classroom teacher in the classroom to retain general control and to observe the interaction between teacher and learners."

Instruction was conducted during the second semester. Cost of the project, \$2,000, was shared equally by the university and by Title I.

One class section in this project functioned very well. The other section was somewhat limited in that a change of instructors became necessary because of illness and also because of disciplinary problems generated by a small group of pupils.

This type of instruction appears to have much potential; however, the instructional personnel must be highly talented for the program to accomplish its goals.

5.00

ACTIVITY EVALUATION

1. LEA District No. 259 Activity Keyboard Music Instruction
2. Length of Activity 9 months
- Beginning Date Aug. 28, 1969 Ending Date May 28, 1970
- Hours per Week:
- Regular Session 25 Summer Session _____
3. Estimated Cost of this Activity \$17,850
4. Number of Public and Private School Students Participating in this Activity by Grade Level for each Session.

GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION		GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION	
	Public	Non-Public	Public	Non-Public		Public	Non-Public	Public	Non-Public
Pre-K					7				
K					8				
1					9				
2					10				
3	579	10			11				
4	445	5			12				
5	37				Ungraded				
6					TOTAL	1061	15		

5. Number of Staff involved in this Activity:
- Full Time 2 Half Time _____
6. Location of Activity:
- In Public School Seven elementary school
- In Non-public School One elementary school

KEYBOARD MUSIC INSTRUCTION

The concept of a mobile electronic piano keyboard music van was implemented in the first year of Title I activities in Wichita. Because of the success of the program it was expanded and continued in subsequent years. Third grade pupils comprise the major portion of the keyboard enrollment. It was felt that this program could provide music experiences to economically disadvantaged pupils who might not otherwise have such an opportunity. Third grade pupils were given priority for this music experience because of the desire to provide such experiences in the early school years and because most eight year old children are able to learn the basics of music.

OBJECTIVES

1. To improve melodic, rhythmic, harmonic, and other musical concepts.
2. To enable children to become better acquainted with the tools and symbols of music.
3. To enable children to acquire the visual pattern of the piano keyboard needed for better understanding of the musical scale.
4. To increase children's interest in music and the piano.
5. To increase children's playing ability.
6. To reinforce the musical concepts of the vocal music program and correlate these concepts with the instrumental keyboard class.

PROCEDURES

Elementary pupils of seven public elementary schools and one parochial elementary school were regularly scheduled for the two keyboard music van units. Each van was assigned to four schools on a regular basis. Third grade pupils were given priority in scheduling. If any time was left while the van was at a school, upper grade pupils were scheduled. Each class was thirty minutes in length.

EVALUATION STRATEGY

No test data were used in the evaluation of this part of the SPEEDY project. The experience of three prior years of pre-post testing with the Wood-Boardman Test of Musical Discrimination for the Primary Grades showed positive significant results. It was not felt that further testing was required or necessary. Non-test sources of information included school records, classroom observation, telephone interviews, and newspaper publicity.

PRESENTATION OF DATA

Two teachers, both experts in the teaching of electronic keyboard music, continued in the program for the third consecutive year. One of the teachers has been in the program since its beginning in Wichita. By the very nature of a high degree of specialization, problems are encountered when either teacher is absent because of illness or other unavoidable reason. It is almost impossible to find a qualified substitute teacher for these occasions. Usually, keyboard music instruc-

tion is suspended at those times when the regular teacher is not available.

Physical facilities for keyboard music instruction consist of two large air conditioned mobile trailers each equipped with 24 individual electronic keyboards, headphones, electronics, and one teacher's control console. Provision is also made for storage closets and retractable screen for use with an overhead projector. These mobile units are moved from one school site to another according to the following schedule:

PIANO VAN SCHEDULE

1969-70

	Teacher A	Teacher B
Monday	Isely	Mueller
Tuesday	Ingalls	Little
Wednesday	Fairmount Holy Saviour*	Mueller
Thursday	Isely	Little
Friday	Ingalls	Brookside MacArthur

*Parochial School

Until electrical hook-ups and parking places could be developed on each school site, the mobile vans were parked in the street near the school. A complaint lodged by a resident near the Fairmount site

5.04

resulted in cancellation of keyboard instruction for the pupils of Fairmount and Holy Saviour until March, 1970 when an on-the-school-ground site was completed.

Although the vans were equipped with facilities to handle 24 pupils at a time, it was found from prior years' experiences that this was too large a number for this kind of class. Not enough individual help could be given. It was felt that a class should not have more than sixteen pupils. The use of a qualified aide might permit full utilization of all stations per class. Pupils are scheduled into the vans for two 30 minute periods each week.

Movement of the vans from one school site to the next was accomplished by personnel from the Plant Facilities Department. Except for the move required at noon on Friday between Brookside and MacArthur, all other moves were made after school hours. Pupils from Holy Saviour who were in the program walked to Fairmount because of the close proximity of these two schools.

The combined enrollments in Keyboard Music Instruction are tabulated in Table 5.01.

TABLE 5.01

**PUPIL PARTICIPATION IN KEYBOARD MUSIC IN EIGHT SCHOOLS
BY GRADE, BY SEX, AND BY RACE
1969-70**

N=2

	1969-70 Grade Level	Number By Sex		Number By Race					TOTAL
		M	F	W	O	B	SA	AI	
I. Beginning Enrollment:	3	267	276	69		468	6		543
	4	192	207	49	1	348	1		399
	5	15	18	29	1	2	1		33
	Total	474	501	147	2	818	8		975
II. Changes in Enrollment: Entered late	3	21	25	10		35	1		46
	4	28	23	7		43	1		51
	5	2	2	4					4
	Total	51	50	21		78	2		101
III. Changes in Enrollment: Left program	3	26	24	6		42	2		50
	4	27	24	3		47	1		51
	5	1	2	3					3
	Total	54	50	12		89	3		104
IV. Final Enrollment:	3	262	277	73		461	5		539
	4	193	206	53	1	344	1		399
	5	16	18	30	1	2	1		34
	Total	471	501	156	2	807	7		972

Legend: W=White O=Oriental B=Black SA= Spanish American AI=American Indian

From the above table a total of 1,076 pupils were involved in Keyboard Music during the year. Beginning and ending enrollments were very nearly the same, as were the numbers entering and leaving the program. Based on the beginning enrollment there was approximately a ten percent change in class composition. The sex composition of the enrollment was nearly equal at 51% girls and 49% boys. Black pupils were 83% of the enrollment, white pupils were 16%, Spanish American pupils were 1%. There were no Indian pupils and only two Orientals.

Observation of two of the piano keyboard classes in action during late April revealed a high degree of enthusiasm among the pupils. Both classes observed were composed of third grade pupils. Before the class was started, the teacher led them through a series of warm-up exercises designed to promote rhythm and coordination. After a few minutes of warm-up, the teacher directed the class to activate the keyboards. Then some review exercises on the keyboard were practiced. At times only the girls played in unison, at other times only the boys; sometimes individual pupils demonstrated for the class. Effective use of the overhead projector and transparencies made the review lesson more meaningful.

COMMENTS ON RESULTS

The mobile piano keyboard instruction program makes available to most third and fourth grade pupils of eight elementary Project SPEEDY schools experiences in keyboard music which probably otherwise would be available to a relatively few of these pupils.

Most pupils progress sufficiently to play simple tunes on the keyboard. One hour per week of music instruction with no practice opportunity between classes does not give the greatest opportunity to individual pupils. Between the two extremes of scheduling a large number of pupils for a short time each week or scheduling a very few for a much longer time each week, a decision must be made. This program seems to have been designed to meet a middle ground.

ACTIVITY EVALUATION

6.00

1. LEA District No. 259 Activity Neglected Children's Programs
2. Length of Activity 30 weeks
Beginning Date Oct. 16, 1969 Ending Date May 28, 1970
Hours per Week:
Regular Session 12 Summer Session _____
3. Estimated Cost of this Activity \$7020
4. Number of Public and Private School Students Participating in this Activity by Grade Level for each Session.

GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION		GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION	
	Public	Non-Public	Public	Non-Public		Public	Non-Public	Public	Non-Public
Pre-K		4			7		9		
K		4			8		4		
1		2			9		2		
2		13			10		1		
3		12			11		1		
4		7			12				
5		10			Ungraded		2		
6		7			TOTAL		78		

5. Number of Staff involved in this Activity:
Full Time _____ Half Time 10
6. Location of Activity:
In Public School _____
In Non-public School x

NEGLECTED CHILDREN'S PROGRAMS

Since the school year of 1967-68, a small portion of the Title I budget has provided for supplemental, enrichment programs for neglected children. During 1969-70, services were planned for three of the children's residential homes, Phyllis Wheatley, Maude Carpenter, and Wichita Childrens Home. These homes have about one hundred residents, aged three to fifteen. School age pupils attend public or private schools outside the homes. All three are residential in nature. The program as planned was based on the expressed needs of the Institutional Directors.

OBJECTIVES

To provide:

- a. supplemental, enrichment, and tutorial teaching in reading, mathematics, music, arts and crafts, home economics, and physical education
- b. staff training emphasizing child care
- c. social work consultation

PROCEDURES

Public school teachers were employed for two or four hours per week to provide instruction in corrective reading, mathematics, home economics, arts and crafts, and physical education. Instruction was scheduled in the evenings or Saturday. One person was employed as

6.02

coordinator of the program.

It was found that staff training and social work consultation were not provided as planned.

EVALUATION STRATEGY

No standardized tests were used in the evaluation of the Neglected Children's Programs. Questionnaires were sent to all members of the teaching staff and interviews were conducted with Institutional Directors. Central office records were available.

PRESENTATION OF DATA

The Neglected Children's Programs began with an orientation meeting of teacher staff, coordinator, and Institutional Directors on October 16, 1969. Phyllis Wheatley Childrens Home was not represented at this meeting. This lack of representation was apparently caused by a breakdown in communications. The orientation meeting was utilized for the purpose of planning the schedule, familiarizing the teaching staff with report forms, establishing procedural methods, and clearing up questions.

The teaching schedule developed was as follows:

Phyllis Wheatley:

Subject Area	Teachers	Hrs/wk	Day and Time	Maximum hrs/yr
Vocal and Instrumental Music	1	4	M-Th 6:00 p.m.	120
Corrective Reading	2	4	M-W 6:00 p.m.	120 each

Phyllis Wheatley (cont'd)

Subject Area	Teachers	Hrs/wk	Day and Time		Maximum hrs/yr
Home Economics	1	2	Th	6:00 p.m.	60
Arts & Crafts	1	2	Th	6:00 p.m.	60
Physical Education	1	4	Sat	1:00 p.m.	120

Wichita Childrens Home:

Subject Area	Teachers	Hrs/wk	Day and Time		Maximum hrs/yr
Vocal and Instrumental Music	1	2	Mon	6:00 p.m.	60
Corrective Reading	1	4	T-Th	6:00 p.m.	120
Elementary Mathematics	1	4	M-W	6:00 p.m.	120

Continuity in teaching staff positions was maintained throughout the year except in one corrective reading position in which the teacher was involved in an automobile accident (another teacher replaced her on March 2, 1970) and the elementary mathematics position. This position was marked by excessive absences, approximately a 30% absence rate. A new teacher assigned on March 2, 1970 was also absent several times. With the lack of continuity in the mathematics program, its effectiveness was very limited.

Teachers were asked to identify problems they had experienced this year in the Neglected Children's Programs. Their responses are excerpted below:

"The single greatest problem was the attitude of the junior high boys toward reading." (Reading teacher)

"A problem I encountered was that of having other children come into the place of activity and disturb some of the participants." (Music teacher)

"Time element, discipline, lack of understanding between the staff, and work space." (Home Economics teacher)

"The arts and crafts room is the only room for active play in cold weather and when the class occupies this space, the children have no place to go." (Arts & Crafts teacher)

"I have not had any major problems this year." (Physical Education teacher)

"None." (Reading teacher)

"Storage for materials was limited." (Reading teacher)

"The turnover in personnel of the classes." (Reading teacher)

"Far flung ability ranges" (in the same class). (Mathematics teacher)

There seemed to be some confusion in regard to the disciplinary role of the teacher: whether the responsibility for discipline remained with the home staff during class instruction or transferred to the instructional staff. More satisfactory results were achieved when it was determined that the class teacher should be responsible.

There also seemed to be some conflict between the goals of the institutions and the goals of the instructional staff as they sometimes competed for the children's time.

Employment of a coordinator was instituted this year. Her duties were listed as follows:

1. To act as a liaison person between teachers, institutional directors, and central administration.
2. To group, enroll, or dismiss pupils from classes.

3. To provide class schedules.
4. To supervise teachers.
5. To check on supplies.
6. To conduct conferences with the public school teacher of institutional children on specific problems.
7. To give individual pupil help when needed.
8. To provide automobile on field trips.
9. To make recommendations for fall and summer institutional programs.
10. To maintain discipline.

All members of the teaching staff reported that the services of the coordinator had been valuable to them this year.

End of the year reports from Phyllis Wheatley Childrens Home show the following categories of participants in the various activities as shown in Table 6.01. All participants at Phyllis Wheatley Home were black.

TABLE 6.01

GRADE LEVEL OF PARTICIPANTS IN PROGRAMS FOR NEGLECTED CHILDREN

PHYLLIS WHEATLEY HOME
1969-70

Grade	Reading	Home Economics	Physical Education	Music	Arts & Crafts
Pre School			4	*	*
K			4		
1			2		
2	3	3	6		
3	2	2	3		
4	2		3		
5	3	1	3		
6	2	1	2		
7	3	1	4		
8		1	4		
9	2		1		
10-11-12		1			
EMH	2				
Totals	19	10	36		

* reports not received

Similar information for the Wichita Childrens Home is shown in
Table 6.02.

TABLE 6.02
 GRADE LEVEL OF PARTICIPANTS IN PROGRAMS FOR NEGLECTED CHILDREN
 WICHITA CHILDRENS HOME
 1969-70

Grade	Reading	Mathematics	Music***
Pre School			
1			
2	7	6	
3	9	6	
4	4	4	
5	7	4	
6	5	4	
7	4	5	
8			
9			
10-11-12		1	
EMH			
Totals	36*	30**	27**

* 1 pupil is black
 2 pupils are Spanish American
 remainder are white

** all pupils are white

*** detailed grade level breakdowns were not reported

From the contents of Tables 6.01 and 6.02 it can be seen that the pupils residing at Phyllis Wheatley are nearly all black while the pupils of Wichita Childrens Home are nearly all white. Wheatley has a broader range of grade levels represented.

COMMENTS ON RESULTS

Objective number one which was to provide a supplementary, enrichment program for neglected children residing in the institutions was achieved. From interviews and questionnaire data, the quality of instruction appeared to be adequate except for elementary mathematics. This segment of the program was hindered by a high absentee rate on the part of both teachers who were assigned.

The objectives of providing staff training and social work consultation were not met in that these two elements of the program were never started.

It is recommended that more careful planning be utilized in the future to ensure that all teaching staff and institutional participants in the program are included in orientation sessions, that procedures and objectives are clearly defined, and that consideration be given to the possibility of conducting pupil instruction away from the institutional residence, preferably at a nearby public school. Such a procedure would reduce conflicts of interest, competition for pupil's time, and would not cause problems of space utilization during inclement weather. Storage facilities would be more adequate.

ACTIVITY EVALUATION

7.00

1. LEA District No. 259 Activity Delinquent Children's Programs
2. Length of Activity 9 months
Beginning Date Aug. 28, 1969 Ending Date May 28, 1970
Hours per Week:
Regular Session 25 Summer Session _____
3. Estimated Cost of this Activity \$23,600
4. Number of Public and Private School Students Participating in this Activity by Grade Level for each Session.

GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION		GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION	
	Public	Non-Public	Public	Non-Public		Public	Non-Public	Public	Non-Public
Pre-K					7		40*		
1					8		80*		
2					9		80*		
3					10		80*		
4					11		50*		
5					12		10*		
6		11*			Ungraded				
					TOTAL		351		

5. Number of Staff involved in this Activity: *Estimated
Full Time 3 Half Time _____
6. Location of Activity:
In Public School _____
In Non-public School X

DELINQUENT CHILDREN'S PROGRAMS

The Wichita Public Schools Special Education Department maintains an instructional program in two institutions to which boys and girls are assigned by the Juvenile Court. The two institutions are Lake Afton School for Boys and Friendly Gables School for Girls.

A majority of pupils assigned to Lake Afton or Friendly Gables are of secondary school age. The offenses for which they are detained are usually not directly school-related. Many pupils are kept at the institutional schools for relatively short periods of time; hence, there is a very high turnover in this pupil population.

PROJECT SPEEDY provided for the services of three professional personnel, a business education teacher, a counselor, and a corrective reading teacher.

OBJECTIVES

1. To provide delinquent boys and girls with an opportunity to continue business education courses after being transferred to a delinquent institution.
2. To provide counseling services to delinquent boys and girls.
3. To provide corrective reading instruction to delinquent boys and girls.

PROCEDURES

Business Education

A business education teacher was assigned full time to the two delinquent institutions to supplement regular instruction provided by the Special Education Department. In the original proposal it was stated that continuation instruction in Typing I, Typing II, Shorthand, Bookkeeping, and Business Machines would be offered. This procedure would allow a pupil who had already started one of these business courses in his own school to continue in the course while he was institutionalized and thus provide for a smoother transition back to his own school upon release.

The business teacher devoted about one half of his time to each school. Instruction was conducted in small groups and individual pupils were given much close supervision.

Counseling Services

A counselor was assigned to provide full time service to institutionalized pupils. It was felt that this was an especially important service because many pupils have experienced severe emotional jolts along with the chain of events which brought them to the institutional school. Not only was the counselor to work with pupils but also with the institutional staff, the courts, probation officers, and sending or receiving schools. This procedure allowed for a smoother transition from one school atmosphere to another.

The counselor divided her time about equally between the two schools.

Corrective Reading Instruction

One corrective reading teacher was assigned to the two institutional schools. Approximately one half of her time was allocated to each school. Pupils were screened for reading problems upon initial entry into the institution. Reading instructional procedures were similar to those methods utilized in the junior high schools.

EVALUATION STRATEGY

Experience gained in previous years has shown that the use of standardized tests for the evaluation of Delinquent Children's Programs is of questionable value. A high percentage of institutional pupils are enrolled for a very short period of time; hence, in most cases it is difficult to obtain a pretest score for a pupil and more difficult to obtain a posttest score. More reliance is therefore placed on non-standardized techniques such as personal interviews with teachers, institution directors, and counselors and on data report forms.

7.04

PRESENTATION OF DATA

Enrollments for the two delinquent institutions reveal the following information as shown in Table 7.01.

TABLE 7.01
SELECTED ENROLLMENT STATISTICS
FOR DELINQUENT INSTITUTIONS
1969-70

Institution	Beginning Enrollment	Unduplicated Count	Number of Changes	Final Enrollment
Lake Afton (boys)	28	211	448	67
Friendly Cables (girls)	14	140	331	29

It can be seen from Table 7.01 that both institutions have a very high turnover rate. It would be impossible to establish academic programs with long-range goals.

Business Education

Enrollments throughout the year in business education courses are shown in Table 7.02.

TABLE 7.02

ENROLLMENT IN BUSINESS EDUCATION
COURSES FOR DELINQUENT PUPILS

1969-70

Course	Boys N=42	Girls N=99
Typewriting 1	34	76
Typewriting 2	2	10
Business Survey	1	25
Business Mathematics	6	1
Totals	43*	112**

* One pupil was enrolled in two courses.

** Thirteen pupils were enrolled in two courses.

Pupils who were assigned to the delinquent residence homes varied widely in the length of time they stayed at the homes. Table 7.03 shows the number who were residents by ten day intervals.

7.06

TABLE 7.03
 LENGTH OF RESIDENCE IN INSTITUTIONS
 FOR DELINQUENT PUPILS

1969-70

Length of Residence (days)	Boys		Girls	
	Number	%	Number	%
1 - 10	10	23.8	24	24.2
11 - 20	13	31.0	29	29.3
21 - 30	5	11.9	17	17.2
31 - 40	2	4.8	5	5.1
41 - 50	4	9.5	11	11.1
51 - 60	4	9.5	2	2.0
61 - 70			5	5.1
71 - 80	2	4.8	1	1.0
81 - 90	1	2.4	2	2.0
91 - 100				
101 - 110	1	2.4	2	2.0
111 - 120				
121 - 130				
131 - 140				
141 - 150				
151 - 160			1	1.0
Totals	42		99	

In each institution over 50% of the pupils were enrolled in business courses for less than twenty days. The longest enrollment for any pupil was 154 days and the shortest time was one day.

Table 7.04 shows what disposition was made of pupils as they left the residence homes.

TABLE 7.04
DISPOSITION OF PUPILS ENROLLED IN BUSINESS
EDUCATION COURSES FOR DELINQUENT PUPILS

1969-70

Boys	Girls	Back To Original School	To Other Institutions	Home	Moved	Summer Release	Ran Away	No Data Given
42		30	5		1	5	1	
	99	50	22	5	4	16	1	1
Totals	141	80	27	5	5	21	2	1
Percents		56.7	19.1	3.6	3.6	14.9	1.4	.7

Slightly over one half of the delinquent pupils returned to their original school. One-fifth were placed in other institutional programs.

Some characteristics of class grades and progress in four subjects, Typewriting 1, Typewriting 2, Business Survey, and Business Mathematics, are shown in the next four tables.

TABLE 7.05

TYPEWRITING 1

Boys	Girls	Average Typing Speed (W.P.M.)			Grades			Average Grade	
		Begin	End	Gain	Number Improved	Number Same	Not Graded	Begin	End
34		16	34	18	26	8	0	D	C
	76	14	38	24	57	12	7	F	C
Total	110	15	36	21	83	20	7		

Table 7.05 shows that for Typewriting I, the pupils made an average gain of 21 words per minute in speed. A majority of pupils improved their grades. The average grade for boys was improved one letter from D to C and for girls the improvement was from F to C. Table 7.06 shows similar data for Typewriting 2.

TABLE 7.06

TYPEWRITING 2

Boys	Girls	Average Typing Speed (W.P.M.)			Grades			Average Grade	
		Begin	End	Gain	Number Improved	Number Same	Not Graded	Begin	End
2		45	59	14	1	1	0	D	C
	10	39	51	12	6	4	0	D	C
Total	12	42	55	13	7	5	0		

Only twelve pupils were enrolled in the second course of typewriting. The average speed gain was 13 words per minute and the average grade improvement was from D to C.

Table 7.07 shows that nearly all of the pupils enrolled in Business Survey were girls.

TABLE 7.07

BUSINESS SURVEY

Boys	Girls	Grades		Not Graded	Average Grade	
		Number Improved	Number Same		Begin	End
1		1			C	B
	25	16	8	1	D	C
Total	26	17	8	1		

The average improvement for Business Survey was one letter grade from a D to a C. There was a very small enrollment in Business Mathematics - six boys and one girl. Five of the seven improved their grades with the average grade improving from D to C.

TABLE 7.08

BUSINESS MATHEMATICS

Boys	Girls	Grades			Average Grade Begin	Grade End
		Number Improved	Number Same	Not Graded		
6		4	2		D	C
	1	1			D	C
Total	7	5	2			

Counseling

The counselor for Lake Afton and Friendly Gables was interviewed. Approximately 550 student conferences were conducted during the year. Because of the greater enrollment at Lake Afton, more counseling time was found to be necessary; therefore three days per week were devoted to Lake Afton and two days per week to Friendly Gables.

Physical conditions for conducting counseling sessions were described as adequate at Lake Afton where an enclosed office was available. The only counseling space available at Friendly Gables was the closet or cloakroom portion of a portable classroom. This space was partially open to the classroom and thus students in class could listen in on conversations in the "counseling office". Obviously, this physical arrangement did not lend itself to much confidentiality between student and counselor. The counselor felt that effectiveness was hampered under these conditions.

The major aspect of the counselor's work in the institutional setting consists of supportive counseling, that is, giving the students an opportunity for catharsis which may be needed to help them think through the circumstances which led to institutionalization and to develop possible solutions.

The counselor may obtain school records of students by going to the Special Education Office located in the Curriculum Building, by telephoning the Special Education Office, or by telephoning the sending school of the student. Court records were also available but these were not considered by the counselor as being useful in supportive counseling.

As expected, there is almost no contact made with the parents of institutionalized students. Many contacts are made with probation officers and public school counselors.

Visits to the counselor are voluntary and there is usually a student waiting for consultation time.

Corrective Reading

The corrective reading teacher found it extremely difficult to collect any sort of pre-post standardized test data for reading. She found that many times a pupil who was screened for reading on one of her days at the institution would not be there on her next scheduled day. She did not know when pupils would be leaving the institutions. The very few instances in which pre-post reading test scores are

7.12

available make pre-post comparisons of limited value if not meaningless. Of the total number of pupils scheduled into reading, forty-five were pre-tested while twenty-three were post-tested. Only sixteen pupils had both pretest and posttest scores.

COMMENTS ON RESULTS

Providing additional services for delinquent pupils in residential institutions is a worthwhile service. The results of these services are not readily measurable, however. Institutional populations are in a continual state of flux; therefore objectives must be designed for short range planning and for a highly mobile group. The provision for continuation of business courses is valuable since so many high school age pupils are enrolled in some kind of business course. Inclusion of this segment of the program allows for a greater continuity in the pupil's educational program. Counseling services are highly desirable since pupils who are sent to the institutions oftentimes are confused or disorientated and need a skilled professional to help them adjust. Reading instruction is also highly desirable since many pupils need help with their communication skills.

The use of standardized tests to measure progress of institutional pupils is inaccurate for the following reasons: pupil's stay at the institution is often of short duration, pupils may be emotionally upset at the time of the pretest, and getting posttest results on pupils is difficult because they are often transferred without the teacher's prior knowledge.

ACTIVITY EVALUATION

8.00

1. LEA District No. 259 Activity Attendance and Family Social Services
2. Length of Activity 12 months
Beginning Date August 1, 1969 Ending Date July 31, 1970
Hours per Week:
Regular Session 30 Summer Session 30
3. Estimated Cost of this Activity \$70500
4. Number of Public and Private School Students Participating in this Activity by Grade Level for each Session.

GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION		GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION	
	Public	Non-Public	Public	Non-Public		Public	Non-Public	Public	Non-Public
Pre-K	13				7	345			
1	75				8	405			
2	160				9	408			
3	120				10	390			
4	89				11	260			
5	100				12	130			
6	125				Ungraded	100			
	97				TOTAL	2817			

5. Number of Staff involved in this Activity:
Full Time 12 Half Time
6. Location of Activity:
In Public School x
In Non-public School

ATTENDANCE AND FAMILY SOCIAL SERVICES

School absenteeism is often not a simple matter of illness or truancy, but rather a symptom of problems common to many disadvantaged communities. Early patterns of irregular attendance and indifferent or negative pupil and parental attitudes must be identified and changed. During the past three years, the Pupil Services Division of the Wichita Public Schools has selected and trained para-professionals who were assigned in schools with the highest concentration of low income families. The use of attendance aides and social workers was an additional approach to problems related to school attendance and did not replace the regular efforts of school personnel charged with the responsibility of improved attendance.

OBJECTIVES

1. To identify home, school, and community-related causes of poor attendance and poor school-family relationships.
2. To work with community and school sources to help solve identified problems.
3. To increase the holding power of the schools.

PROCEDURES

Twelve persons were employed for the school year 1969-70 as attendance aides and social workers. Since ten of the twelve had

8.02

been a part of the staff the previous year and the remaining two were both degreed professionals, no special inservice training was planned. A regular orientation period was conducted just prior to the opening of school in August. This orientation was at the same time as orientation for all staff personnel of the Wichita system. Discussions for the attendance program centered about the philosophy of school attendance work, techniques of interviewing, introduction of revised attendance forms, reporting procedures, and of making informational contacts with other community agencies such as the juvenile court. Regular monthly staff meetings were held throughout the year for attendance workers. Attendance personnel were assigned to serve regularly a total of thirty-nine schools. Nineteen were designated as Title I schools and twenty were "extended service" schools. Two attendance aides were based at elementary schools, four at senior high schools, and six at junior high schools. Six aides were assigned four schools each, three were assigned three schools each, and three were assigned two schools each. Attendance problems were worked on a referral basis within the assigned areas.

The duties of the aides included establishing contact with parents whom the school was unable to contact otherwise, reporting information regarding individual cases of truancy, reopening or opening lines of communication and developing better relations between parents or pupils and the school, obtaining information about pupils with attendance problems, and obtaining additional information about pupils listed as withdrawn for nonattendance.

Most referrals to the attendance aides were made by the principal

or assistant principal of the school served.

The handling of a typical attendance case follows a step-by-step sequence as follows:

1. After school personnel have exhausted all means of determining the cause of or correcting a case of irregular attendance, the pupil is referred to the attendance aide.
2. Upon receiving the referral the attendance aide checks the information such as address, date of birth, and compares name of the pupil with that of the parent (in case of step-parent, remarriage, or guardian with different last name). This information can be checked with the pupil information card which is on file at the school.
3. The aide then fills out the pertinent parts of the Home Contact Report and Chronological Record.
4. Home contact is made and the appropriate person is interviewed, (parent, grandparent, guardian, sibling, or pupil in question).
5. The aide completes Home Contact Report and records visit on the Chronological Record.
6. The aide contacts other community agencies if necessary and records findings.
7. When all material has been accumulated that is felt necessary, the aide records planned or suggested solution to the problem as well as stating in specific terms the scope and dimension of the problem.
8. Findings are submitted to the building administrator who

decides on the best course of action to rectify the attendance problem.

9. If the aide is relieved of further responsibility, the case is closed. If the case is to be kept open, a record of all contacts is made on the Chronological Record. Additional reports to the building administrator are made on the follow-up report.
10. Pupils who do not respond to the efforts of the attendance aide or school personnel are referred to the Pupil Adjustment Office in the central administrative offices.

For accounting purposes an attendance referral which was worked and closed out is considered a new case if the same pupil is referred again after a thirty day period. However, any further recording of information is made on the original case records rather than starting new records. This procedure avoids developing two or more case files on an individual pupil.

EVALUATION STRATEGY

No standardized tests were used in the evaluation of this part of PROJECT SPEEDY. Non-test sources of information included records submitted by the aides and a data gathering form, ATTENDANCE AND FAMILY SOCIAL SERVICES DATA FORM 1, 1969-70, a copy of which is included in the Appendix. Raw data tables are also included in the Appendix.

PRESENTATION OF DATA

Each attendance aide and social worker completed an ATTENDANCE AND FAMILY SOCIAL SERVICES DATA FORM 1 for each referral received. The following tables and graphs were compiled from this source of information. A total of 2351 referrals were worked by the attendance workers for the period of September 2 through April 15. Data forms were not collected after April 15 to allow time for processing. These 2351 referrals were distributed among the grade levels as shown in Graph 8.01.

The average number of referrals per month for the seven and one half month period when data were recorded was determined to be approximately 313. Using this average for the remaining month and one half, the total number of referrals for the school year 1969-70 becomes 2817 or an average of 236 referrals per attendance worker. In 1967-68, the first year of attendance aide services, 205 referrals were handled per worker. In 1968-69, 264 referrals were handled per worker. Since the attendance worker in the only all Title I junior high school utilized a different type of approach, large numbers of referrals were not recorded at this school. This procedure may have been responsible for the reduction in the total number of referrals.

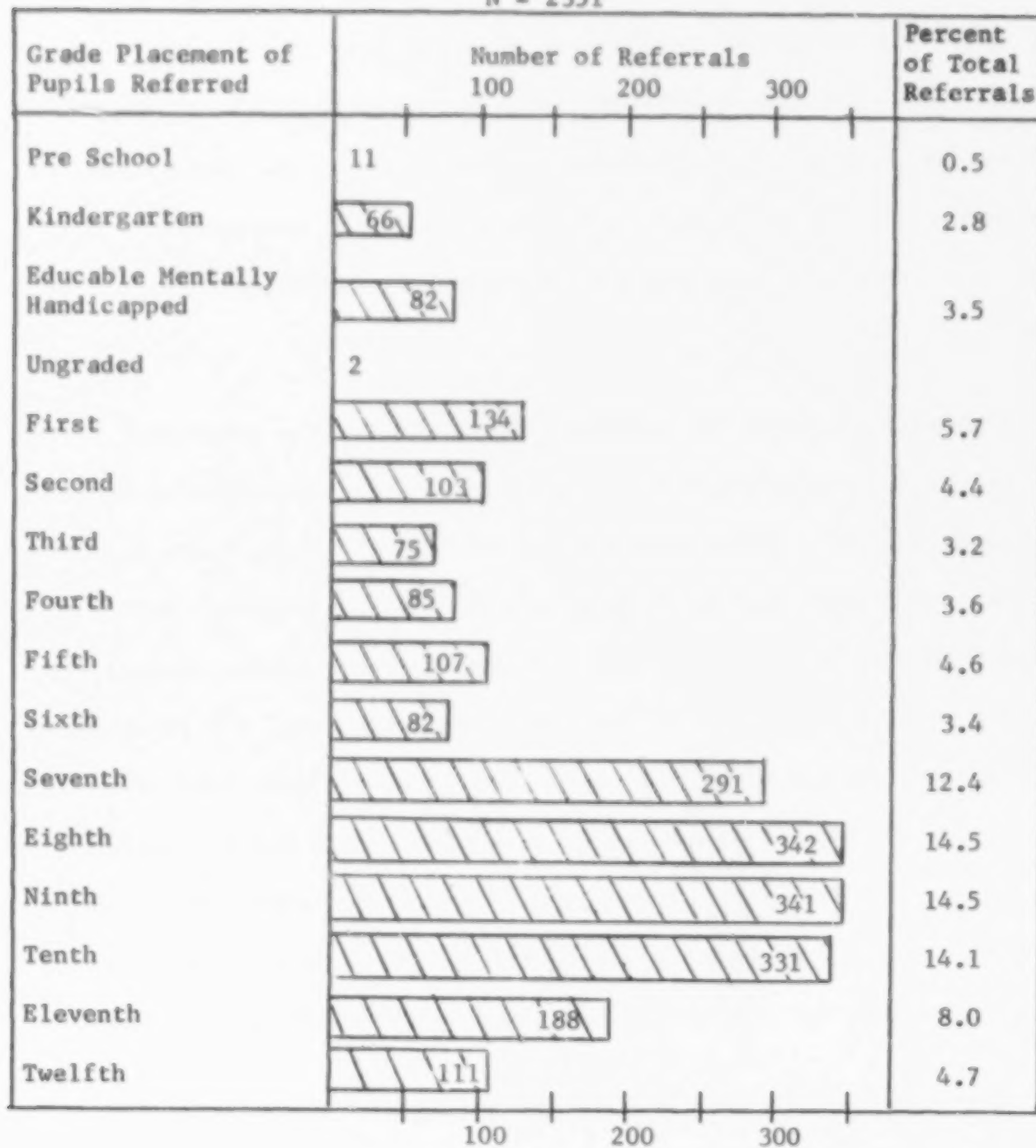
Referring again to Graph 8.01, referrals were distributed among grade levels as shown by the percent of total column. Over fifty percent of the referrals came from grades seven through ten. This encompasses all of the junior high school and the first year of high school.

GRAPH 8.01

GRADE LEVEL DISTRIBUTION OF PUPILS REFERRED
TO ATTENDANCE AIDES AND SOCIAL WORKERS

1969-70

N = 2351



The residence of pupils with attendance referrals was investigated and reported in Graph 8.02. This shows that only thirty-nine percent of all of the pupils referred for attendance problems live in their original family state consisting of the natural mother and natural father. In forty percent of the referrals, there is no male parent figure present in the home.

The racial composition of the referrals is reported in Graph 8.03 and Graph 8.04. As a total group, the percent of black and white pupils referred was equal at forty-seven percent. When examined by school level, black pupils were in the majority at seventy-two percent at the elementary school level; white pupils were in the majority at both the junior high and senior high school levels with fifty-five percent and sixty-seven percent respectively.

School level composition of referrals is shown in Graph 8.05 and Graph 8.06. The most referrals were the junior high schools. Over half of the senior high school referrals were for tenth grade pupils. Junior high school pupils and elementary school pupils were fairly evenly distributed among all grades.

Graph 8.07 and Graph 8.08 show that slightly more referrals were for boys.

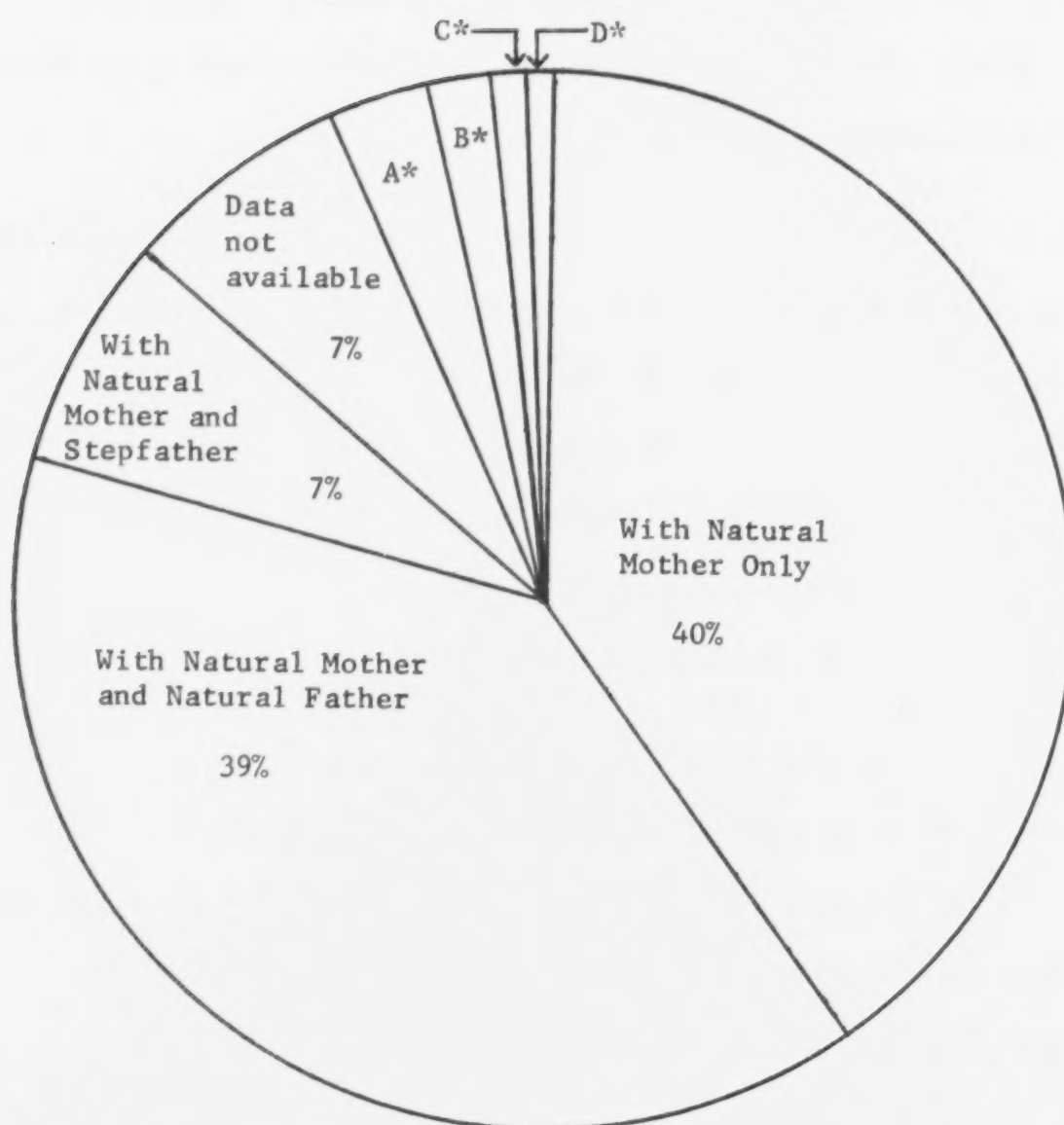
The educational attainment of the head of the household of referred pupils provided the data for Graph 8.09. Data were not available for 841 referrals, but it probably would be reasonable to conclude that those referrals would follow a similar pattern as shown

GRAPH 8.02

RESIDENCE OF PUPILS REFERRED TO ATTENDANCE
AIDES AND SOCIAL WORKERS

1969-70

N = 2351



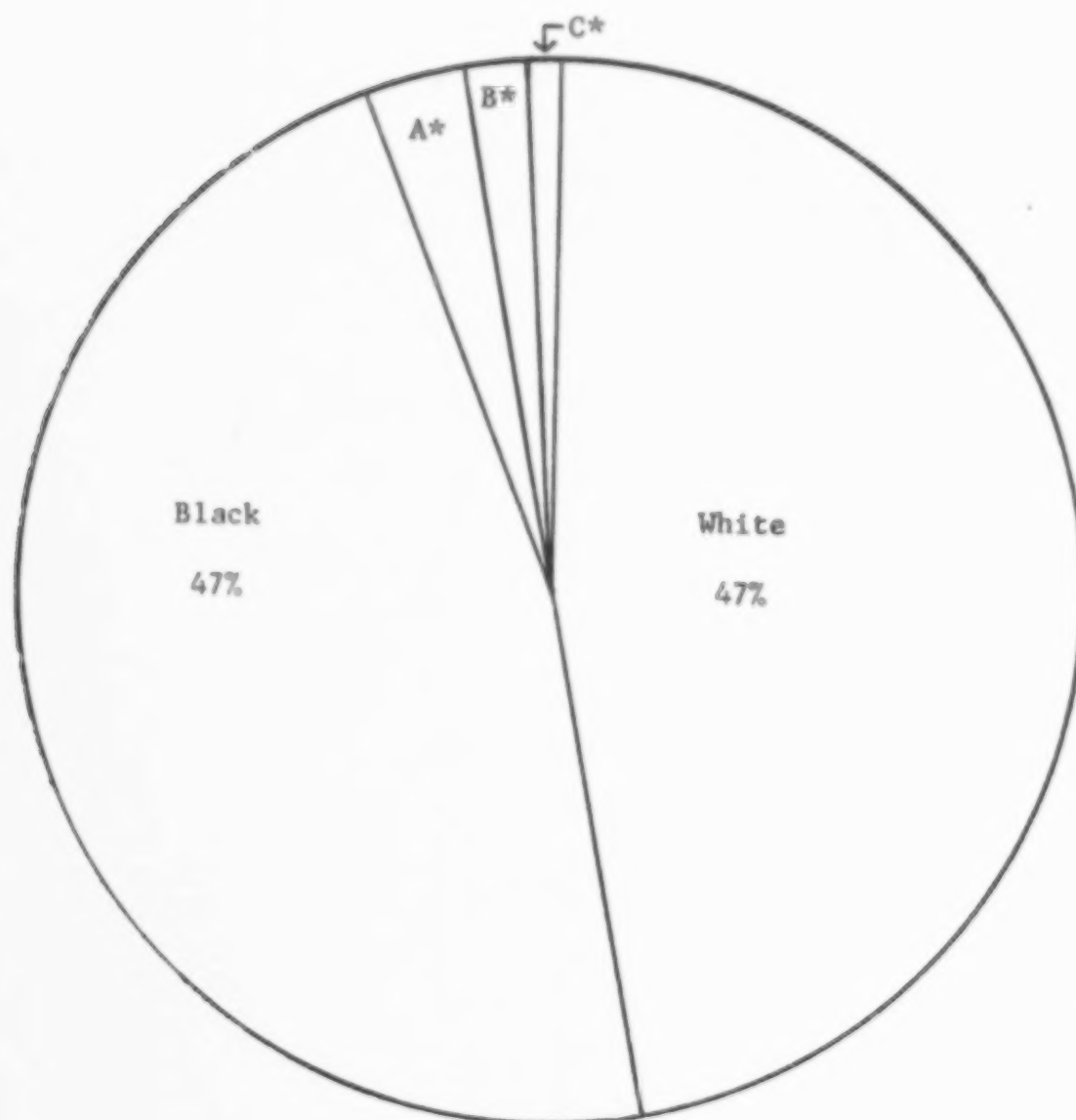
- *A Natural Father Only 3%
- *B Others 2%
- *C Foster Parents 1%
- *D Categories less than 1% of Total:
 - with natural father and stepmother 0.70%
 - with older brothers and sisters 0.50%
 - with stepfather only 0.08%
 - with stepmother only 0.08%

GRAPH 8.03

RACIAL COMPOSITION OF PUPILS REFERRED TO
ATTENDANCE AIDES AND SOCIAL WORKERS

1969-70

N = 2351



*A Spanish American 3%
*B Oriental 2%
*C Indian 1%

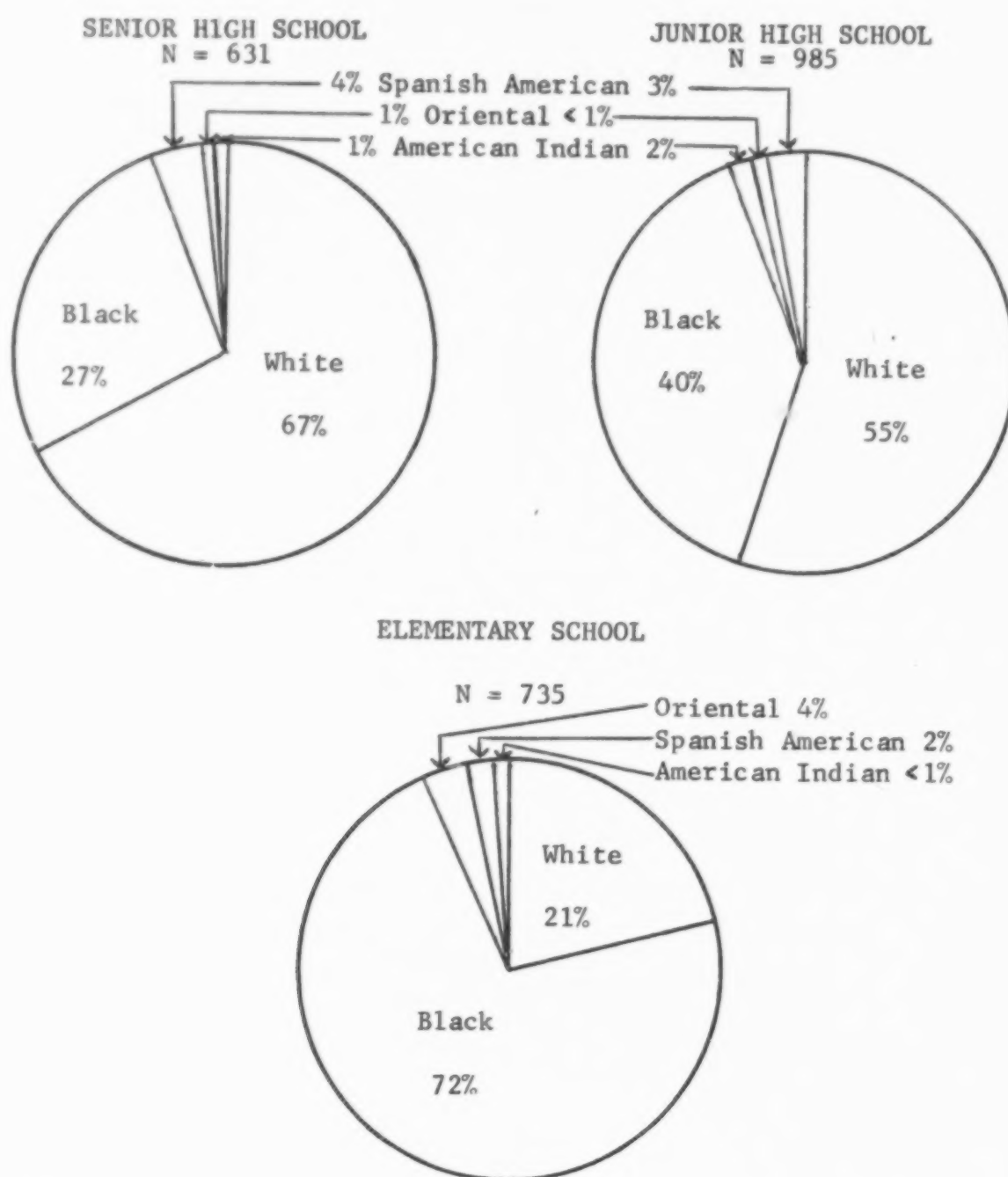
8.10

GRAPH 8.04

RACIAL COMPOSITION OF PUPILS REFERRED TO ATTENDANCE
AIDES AND SOCIAL WORKERS BY SCHOOL LEVELS

1969-70

N = 2351

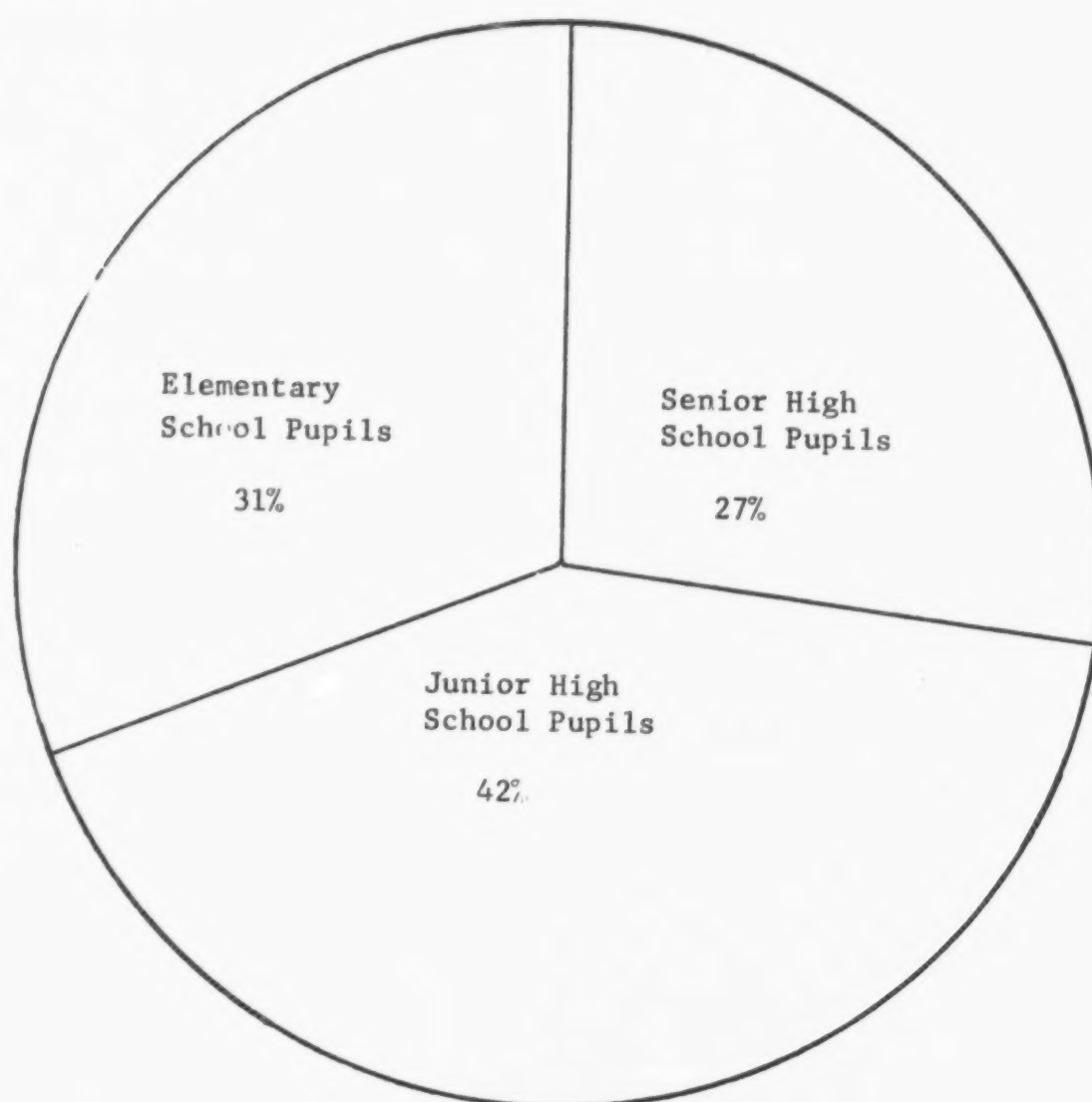


GRAPH 8.05

SCHOOL LEVEL COMPOSITION OF PUPILS REFERRED
TO ATTENDANCE AIDES AND SOCIAL WORKERS

1969-70

N = 2351



GRAPH 8.06

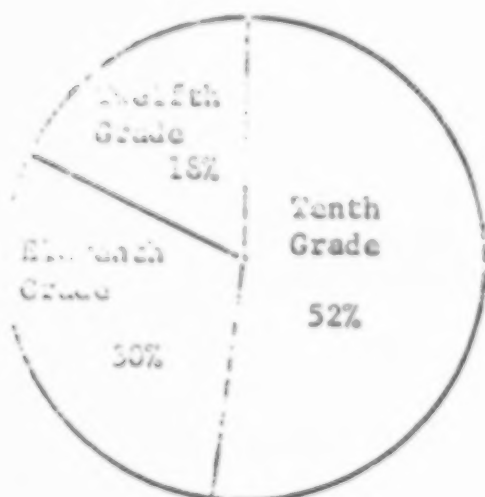
GRADE DISTRIBUTION OF PUPILS REFERRED TO ATTENDANCE
AIDES AND SOCIAL WORKERS BY SCHOOL LEVELS

1969-70

N = 2351

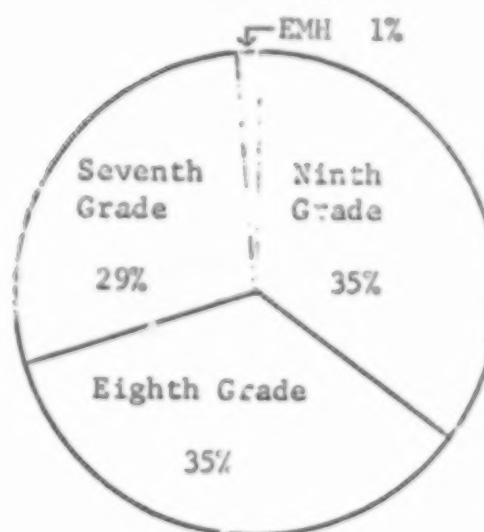
SENIOR HIGH SCHOOL REFERRALS

N = 631



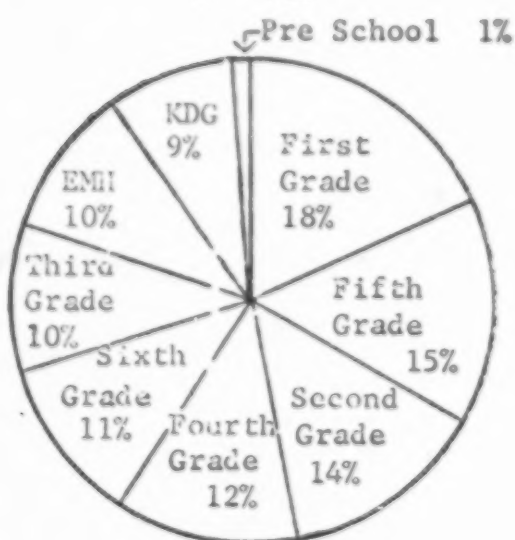
JUNIOR HIGH SCHOOL REFERRALS

N = 985



ELEMENTARY SCHOOL REFERRALS

N = 735

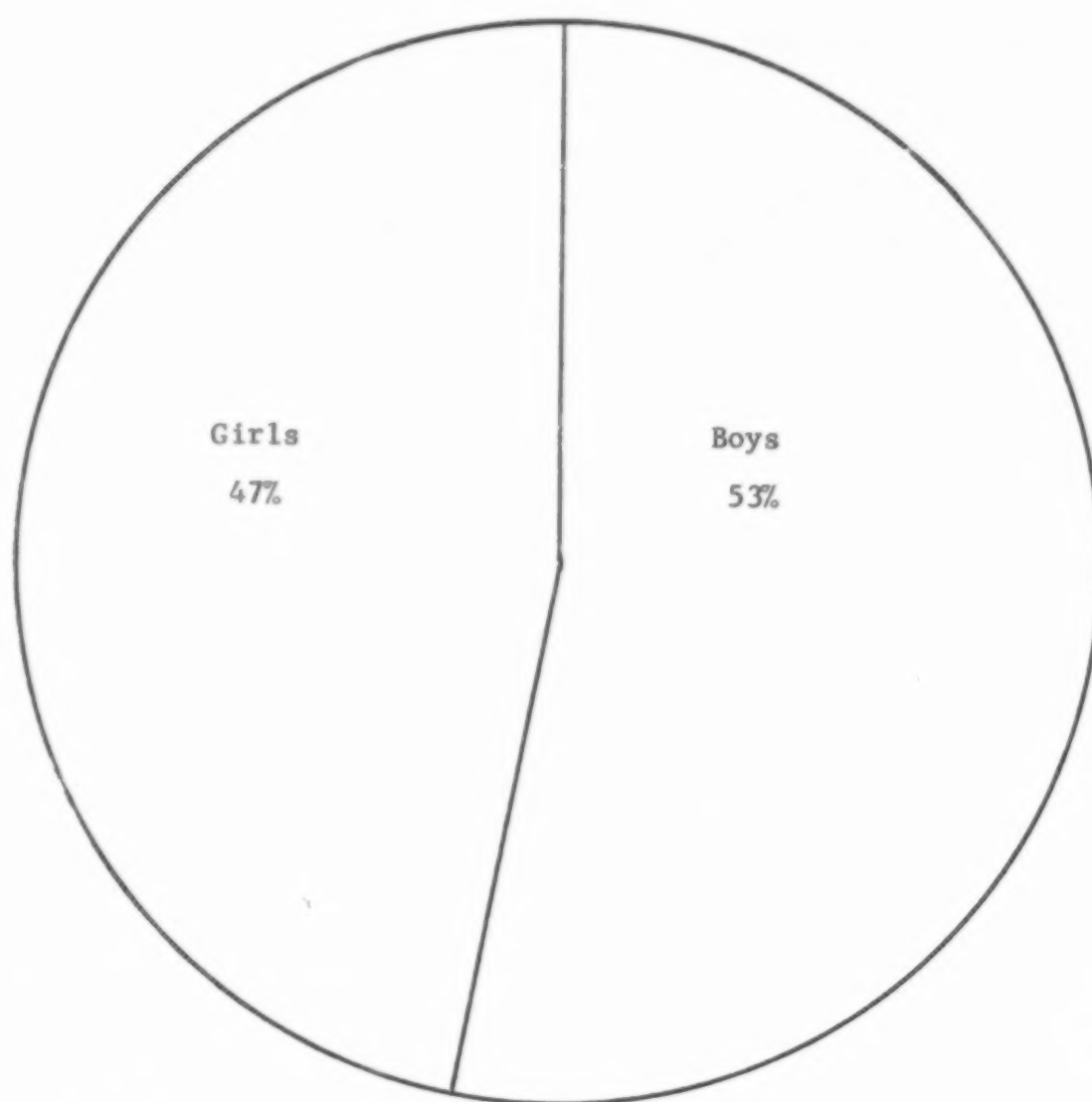


GRAPH 8.07

SEX COMPOSITION OF PUPILS REFERRED TO
ATTENDANCE AIDES AND SOCIAL WORKERS

1969-70

N = 2351



8.14

GRAPH 8.08

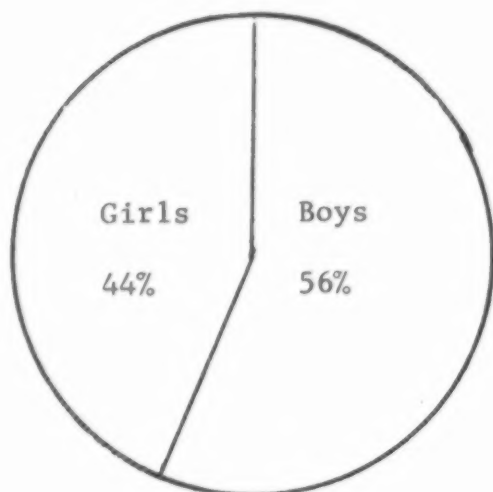
SEX COMPOSITION OF PUPILS REFERRED TO ATTENDANCE
AIDES AND SOCIAL WORKERS BY SCHOOL LEVELS

1969-70

N = 2351

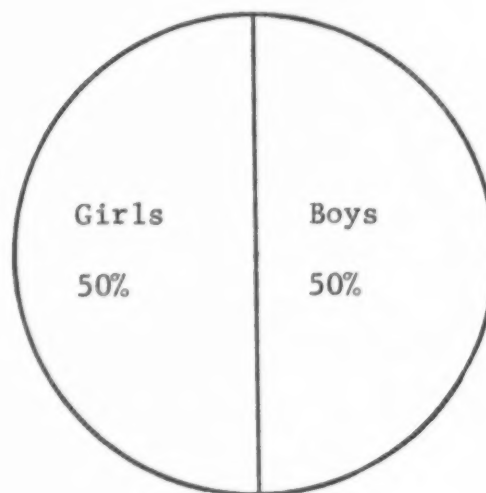
SENIOR HIGH SCHOOL

N = 631



JUNIOR HIGH SCHOOL

N = 985



ELEMENTARY SCHOOL

N = 735

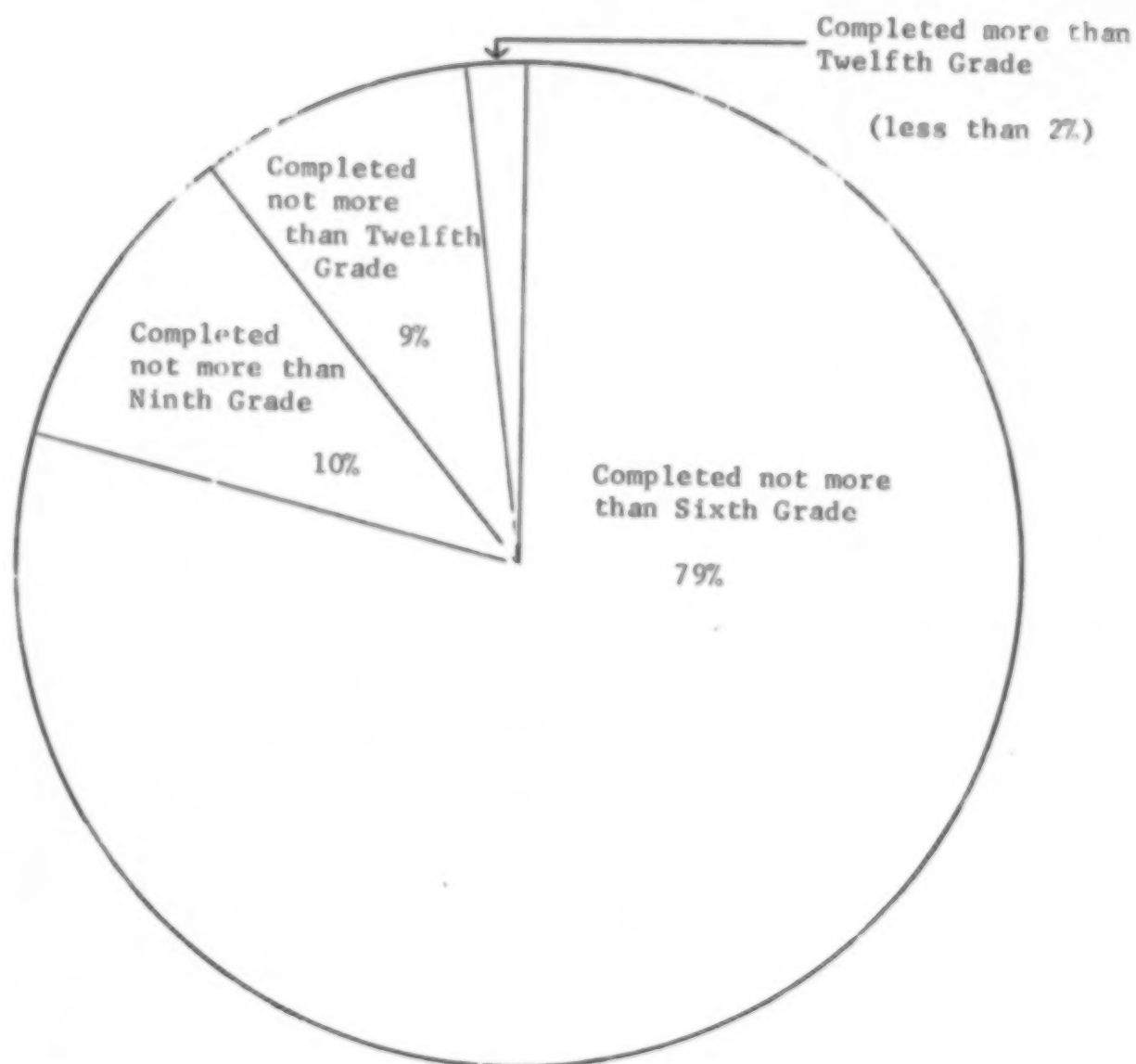


GRAPH 8.09

EDUCATIONAL ATTAINMENT OF HEAD OF HOUSEHOLD OF PUPILS
REFERRED TO ATTENDANCE AIDES AND SOCIAL WORKERS

1969-70

N = 1510*



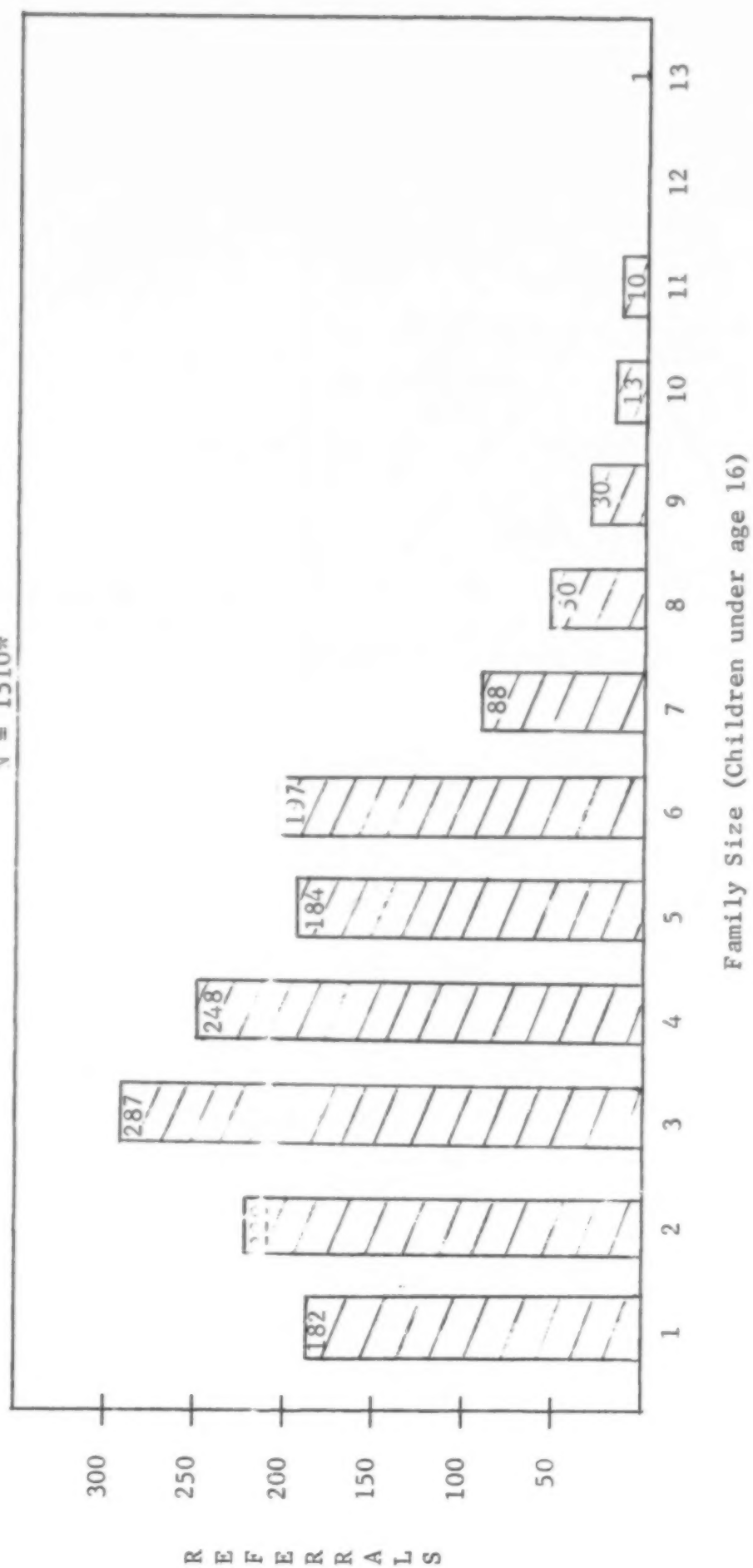
*Data were not available for 841 of 2351 referrals.

GRAPH 8.10

FAMILY SIZE (CHILDREN UNDER AGE 16) OF PUPILS REFERRED
TO ATTENDANCE AIDES AND SOCIAL WORKERS

1969-70

N = 1510*



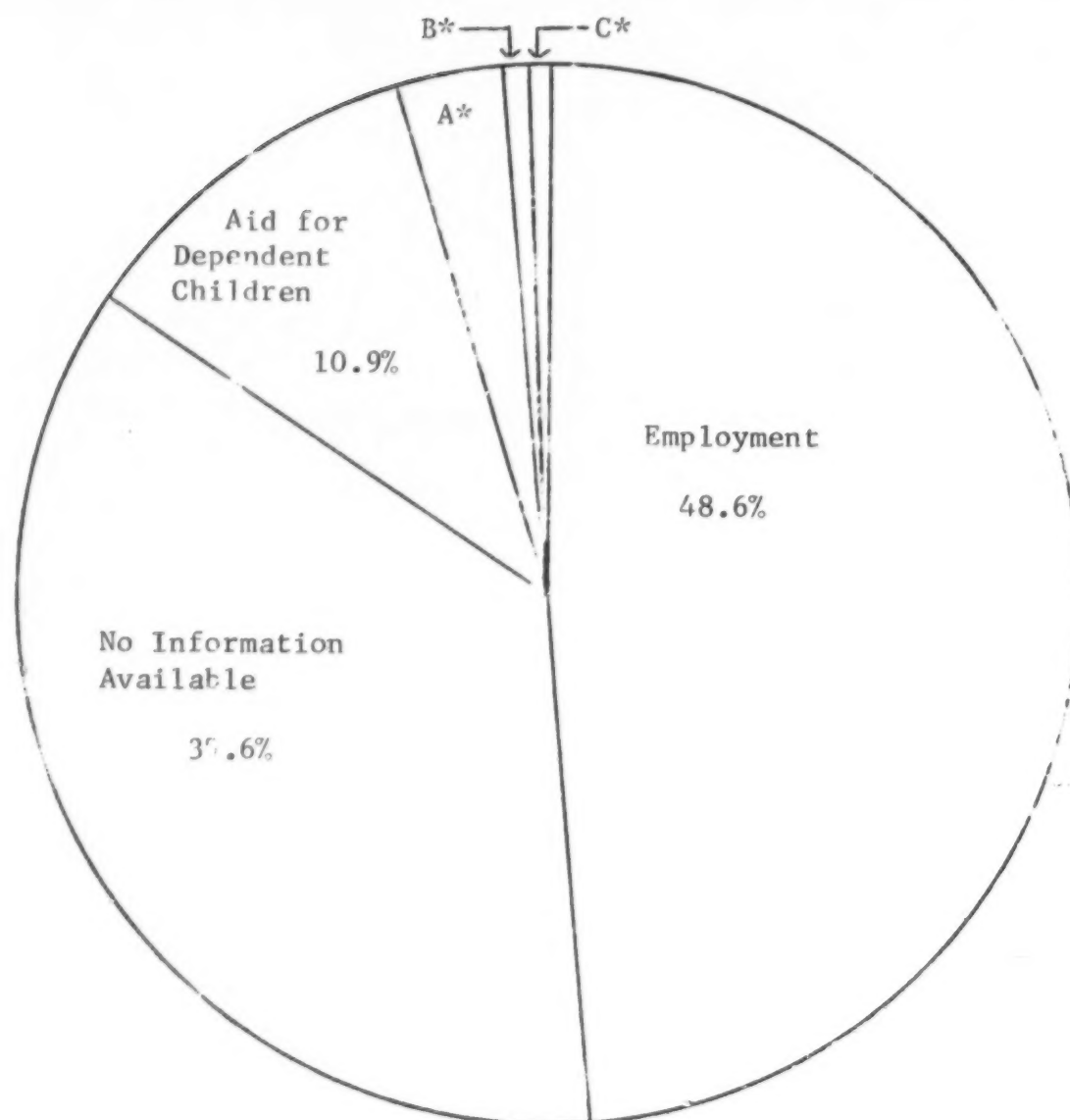
*Data were not available for 841 pupils.

GRAPH 8.11

SOURCE OF INCOME OF FAMILIES OF PUPILS REFERRED
TO ATTENDANCE AIDES AND SOCIAL WORKERS

1969-70

N = 2351



- *A General Assistance 3.4%
- *B Retirement 0.7%
- *C Other combinations of income 0.7%

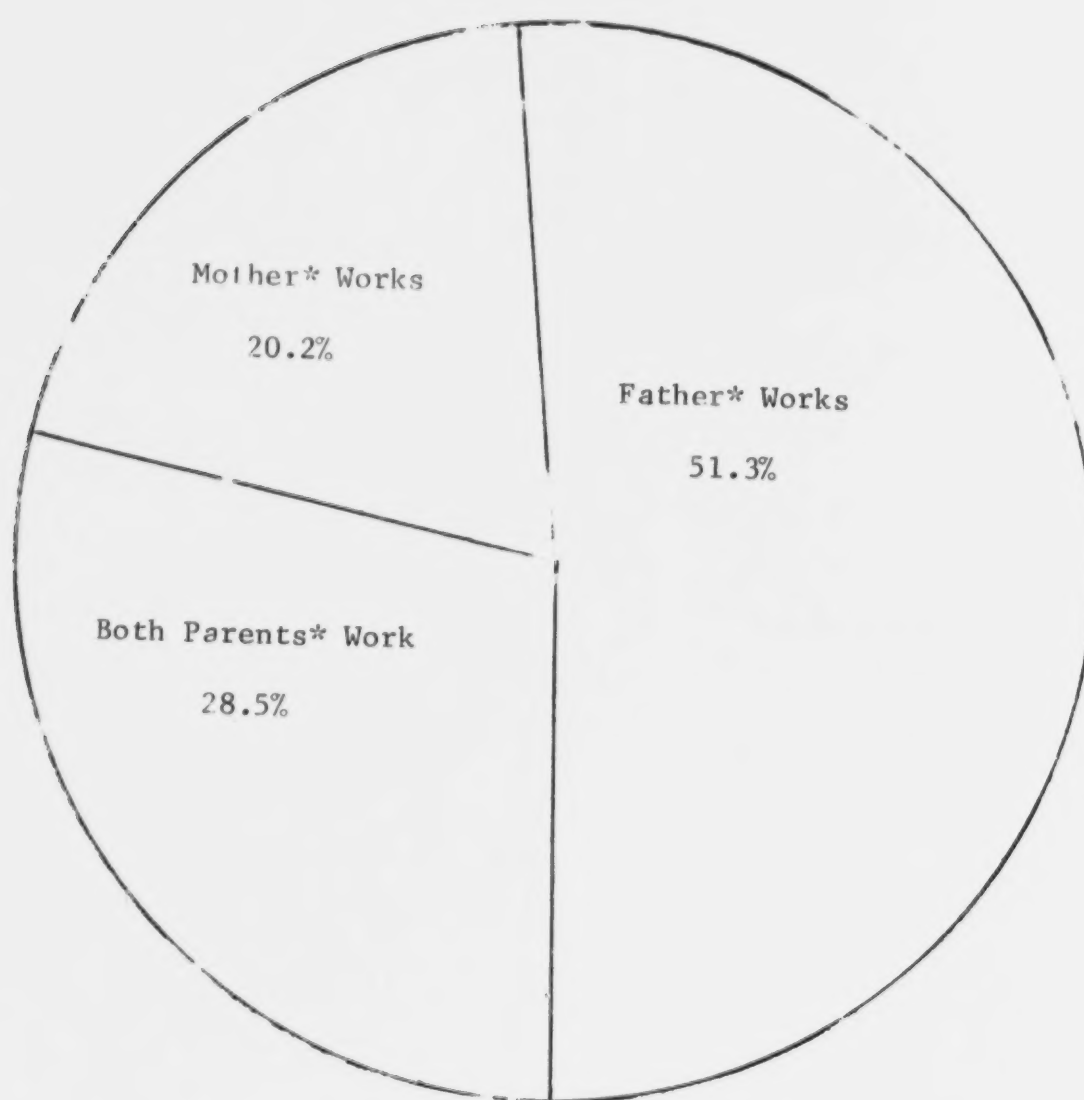
8.18

GRAPH 8.12

PERSON OR PERSONS IN FAMILIES OF PUPILS REFERRED TO ATTENDANCE
AIDES AND SOCIAL WORKERS WHO ARE EMPLOYED

1969-70

N = 1143



*Note: Includes other persons who head the household of which the referred pupil is a member.

by the 1510 for whom data were available. The striking feature about Graph 8.09 is the high percentage (seventy-nine percent) whose education had not exceeded sixth grade level.

Family size is shown in Graph 8.10. The number of children in the families under age sixteen ranged from one to a high of thirteen.

Graph 8.11 shows that nearly half of the families of referred pupils had employment as their main source of income. Data were not available from a large segment of the report forms. Of those who were employed, the father was the main worker in fifty-one percent of the cases. Both parents worked in twenty-eight percent of the cases and the mother only worked in twenty percent of the cases.

Table 8.01 reports the reasons for absences by the persons or combination of persons involved. Data for 1375 referrals were reported in these categories. Reasons involving the "pupil only" account for seventy-nine percent of all the referrals. Of these, seventy-six percent were for illness and twenty-one percent were for emotional problems. Factors involving the mother were the major cause of poor attendance in nearly ten percent of the referrals.

TABLE 8.01

NUMBER OF REFERRALS TO ATTENDANCE AIDES AND SOCIAL WORKERS -
 TABULATION ACCORDING TO CAUSES OF POOR ATTENDANCE AND
 COMBINATIONS OF PEOPLE INVOLVED IN THE CASE

Combinations of Persons Involved	Causes of Poor Attendance					Total Referrals by Combination of Persons Involved
	Illness	Accident	Emotional Problems	Alcohol- ism	Drug Problems	
Pupil only	823	11	226		24	1084
Pupil and Natural Father	4		2			6
Pupil and Natural Mother	36		40			76
Pupil and Foster Parents	1		3			4
Pupil and Brothers/ Sisters	5		2			7
Pupil and Others	4					4
Natural Father	3	1	2	15		21
Natural Father and Natural Mother	2		4			6
Natural Mother	61	15	41	15	2	134
Natural Mother and Stepfather			1	1		2
Stepfather			2	1		3
Stepmother	1					1
Foster Parents	1	1	1			3
Brothers/ Sisters	4	4	1		2	11
Others	11	1	1			13
Total Number of Referrals by Type	956	33	326	32	28	1375

Other reasons which the attendance workers determined to be contributing to poor attendance are listed below in order of frequency cited:

Parental attitude toward pupil	545
Brothers, sisters, or friends not in school	525
Parent has low regard for school and education	246
Pupil has serious disciplinary problems	225
Pupil feels courses are too hard, can't pass, dull or irrelevant	200
Poor relationships with staff	194
Pupil has inadequate clothing, food, or sleep	192
Parents moved	172
Transportation	130
Pupil has to work	119
Pupil has low ability	118
Pupil is fearful of school	108
Pupil has poor relationships with other pupils	104
Pupil is pregnant or has to get married	13

Several of the above factors may have been marked on one referral. Over twenty percent of the referrals indicated that parental attitudes, mainly overprotectiveness, and a negative school influence caused by brothers, sisters, or friends who had already

dropped out of school were contributing factors toward poor attendance.

Some of the attendance personnel were involved in varying degrees with groups of pupils who had attendance problems which were similar. One of the group experiments was conducted at Horace Mann where the attendance worker and the counselor established a "Social Adjustment Room" experiment. The following is quoted from their report to provide a description of the experiment and recommendations:

"It seemed the individual problems of poor attendance, anti-social behavior, and lack of academic achievement actually had a common base. All of these students seemed to have a poor attitude about school. They had had little or no success in school academically or socially and they seemed to feel they were just 'serving their sentence' until their sixteenth birthday when they would be 'set free.' It had never occurred to them that learning could be fun, and that school was not a place to play the game students vs. teachers as one plays the game 'cop and robbers.'"

"Our first problem was to select students to form a nucleus for the classes. We decided we would select borderline EMH students that were attendance problems and in going through the records we also selected those students that had obviously deteriorated in the IQ scores from the Primary grades. We selected eight students that fit these qualifications and scheduled them in the Social Adjustment Class for three hours a day.

"Shortly after the semester began we then added 'problem students' from other regular classrooms. Our first room was a 'converted storeroom' with 8 student chairs, boxes, books, and stacked up desks. We then moved to the Language Laboratory room after the Special Reading Room was operational. This arrangement was made after we accepted a group of Special Reading 'rejects' to form another class."

"Our first problem in behavior modification was to change the attitudes of our students so they would not feel the need to 'put each other down' in order to feel superior. This was done by giving each opportunity to excel in what he or she felt was most important. For example, one student had artistic ability and he capitalized on that to gain

recognition from the group. Another had a gift of story telling, another did well in math, another in spelling, etc. It was always emphasized that if a person feels good about himself and his accomplishments he has no need for pointing out the inadequacies of others. Soon the attention of the students was focused on the pride in their own accomplishments. After this attitude change in the group, new students accepted the group and were accepted by the group very quickly. In fact, many students wandered into the room and became a part of the group periodically, for the rest of the school term.

"The classes were relatively unstructured and the work of each of the students was geared to his own individual needs. Group sessions were primarily conducted during the fifth and sixth hours which could have been broadly classified as Social Studies. But many group discussions came about spontaneously when the need for discussion was felt by the members of the group. Often times the group was used as a 'sounding board' to get a real or imagined injustice 'off their chest.'

"The video tape machine was used in the room to advantage by allowing the students to see how others saw him in candid and unstructured group sessions. This technique in itself developed some observable modification of behavior. When the video tape machine was first introduced into the room the students became somewhat frustrated and did not want to participate or did some clowning but as soon as it became a part of the regular classroom activity they were often not even aware when they were being taped. We feel the video tape machine provided us with a useful tool in behavior modification not only by allowing the student to see himself but in seeing the reactions of others to him on the tape.

"Although rewards for proper behavior were geared to the individual student's value system there was one common reward system that seemed to work quite effectively for all the students. This was the grading system and it was not the conventional approach to grades. Each student started the nine week period with an A. Points were lost for lack of work and regained by test scores. All the students had access to the grade book so they could check their progress. If they felt they had enough points and didn't want to work, they had the right to make that choice. The emphasis was placed on how well they did the work rather than how much work they did. It was interesting to watch some of the students, that had indicated at first they didn't care about grades, check their progress very carefully every day. It seems that these students would work very hard to keep something they had where the conventional grading system had motivated them very little, if at all.

"We feel we learned much in this experiment and that if it is to be an on-going program some definite guide lines should be established. In the following pages we have tried to outline some basic guide lines that would make the Social Adjustment Room more effective."

CLASS OF SOCIAL ADJUSTMENT

PURPOSE OF THE PROGRAM:

1. For students that do not possess the basic skills required to function in the regular classroom.
2. For students whose behavior is so consistently erratic as to interfere with the learning of other students in the classroom.
3. For attendance problems related to poor scholarship and personal adjustment of the student.
4. For students whose behavior illustrates attitudes of rebellion, difficulty in peer relationships, (ranging from the anti-social to the compulsive 'social climber'.)

OBJECTIVES:

1. Attitude Adjustment Through Group Counseling
2. Behavior Modification
3. Remedial Work
4. Individualistic Program of Curriculum (Student directed learning)
5. Ethnic Awareness Information (Gained by allowing freedom of students to express hostilities and frustrations based on race)

METHODS USED:

1. Attitude Adjustment:
Allowing the group to discuss attitudes and using peer pressure to help the individual achieve control. (Counselor-teacher directed).

2. Behavior Modification:
Permissive classroom structure to help the student gain self-control.
3. Remedial Work:
Teaching basic subjects, Math, English, Social Studies, using concrete-to-abstract grade school methods.
4. Individualistic Program:
Within a broad selection of material, the student is allowed to select sequence and specific lesson each day.
5. Ethnic Awareness:
Through discussion of racial and cultural mores and manners, build a more tolerant attitude toward other groups. (Counselor-teacher directed.)

CLASSROOM EXPECTATIONS AND DISCIPLINE

1. All problems, except for very, very serious ones, will be dealt with in the classroom. Students will not be sent to the office unless the offense is serious enough to warrant dismissal from the class and possible suspension.
2. Students themselves will be expected to participate in dealing with in-class problems.
3. Until the student can control his own behavior, the principal restriction in class will be that the behavior must not be physically harmful to any other member of the class. Bizarre and unorthodox actions and speech will be tolerated within this restriction; but pressure will be exerted by teacher and class to help the student acquire more acceptable modes of behavior.

ADVANTAGES:

Students who are not able to function acceptably in the classroom are provided with a means to change behavior and continue academic work at the same time.

Students working below grade level because of a lack of basic skills are given a means of catching up or learning these things in an atmosphere free from peer pressure and shame.

DISADVANTAGES:

Students are often allowed to go too far in the school year, and build up too many negative attitudes, before being referred to this room.

Teachers also develop negative attitudes toward these students, that persist even after the unacceptable behaviors and shortcomings have been adjudged to be modified by SA room teacher and Counselor.

There is a possibility of teachers feeling that this room is a dumping ground, and sending all problems no matter how minor, to such a room.

There is also the possibility of students using poor behavior as a means to get sent to the room where they envision the work to be easier or the atmosphere more pleasant.

RECOMMENDATIONS:

For the above reasons there should be very definite guide lines for admission to such a room.

1. Students should be sent as early in the year as possible, at the onset of serious trouble.
2. Only problems of a very serious nature should be referred to this room. Teachers should be encouraged to handle normal problems in regular classes.
3. The room should provide two-way mobility for students.
4. Serious student-teacher conflict should receive first consideration. But the teacher should be counseled as well as student, to facilitate re-entry to class as soon as possible, especially if student requires the subject taught by such teacher, and no other arrangements can be made.

GUIDE LINES FOR SA (SOCIAL ADJUSTMENT) ROOM

1. Students who are working at grade level and are assigned to this room must have assignments for their subject sent to the SA teacher, from their original teacher.
2. Teachers may not assign students to this room but must send the student to the Office or Counselor's

Office for reassignment to this room.

3. Students will not be assigned to the SAR for extended periods except basic skills students, working much below grade level. The sending teacher must be willing to accept the student back after the SAR teacher, Counselor or Principal have determined that the student is ready to try the regular classroom again.
4. The SAR teacher will be responsible for turning the written assignments of the non-basic students in to each regular teacher.
5. SAR teacher should have total responsibility in planning study program for students lacking basic skills. These students should be screened from regular classes as soon as possible in the year and placed in classes of approximately 8 to 10. There should be at least two basic classes devoted to Math and basic communication skills.

No other students should be assigned to these classes, unless they are behavior problems who probably need this type of help anyway. A para-professional or in-class tutor would be well used in this type of class.

6. Class size should never be less than six or more than twelve. Enrollment could be geared to reflect a high percentage of absenteeism so that class size remains at least six.
7. Grades should consist of an average between the grade given by the regular classroom teacher and the SAR teacher, except when the SAR teacher assigns all the work to a student or when the regular teacher has not had the student long enough to give a grade. In this case the SAR teacher would be responsible for the total grade.
8. The class time will be divided as much as possible between academic work and behavior modification type activities, such as discussion, research, and role playing, under the proper supervision.

COMMENTS ON RESULTS

The school year of 1969-70 was a year in which natural events may have had an influence on the attendance of school pupils both locally and on a larger scale. Certainly in Wichita, boycott days had an effect on attendance. School administrators and other personnel working on attendance made general comments throughout the year that attendance was lessening over the previous year. Figures released by the Pupil Accounting Department revealed that the system-wide ADA-ADM ratio for 1969-70 was .9083, about a ninety-one percent attendance rate, as compared to the ADA-ADM ratio for 1968-69 when the ratio was .9340, about a ninety-three percent attendance rate.

Attendance aides and social workers worked with about 2800 referrals. These referrals mostly represent "hard-core" attendance cases which the schools have not been able to reach. Based on a total system enrollment of approximately 66,000 pupils, the attendance workers were referred about four percent of the school population. It would not be reasonable to expect that the influence of the attendance worker would be reflected in the overall system ADA-ADM ratios.

The attendance workers do reach many pupils with whom the schools have lost communications. Many out-of-school youth are influenced to return to school.

This year's work has helped to verify some of the causes which contribute to the poor attendance of some pupils. A surprisingly low level of educational attainment was found among a high percentage of the parents of pupils with attendance problems.

8.29

It is concluded that the Attendance Aide and Social Service Workers program is a desirable service, one that carries the school's influence into the community and is worthy of continuation if not expansion.

ACTIVITY EVALUATION

1. LEA District No. 259 Activity Instructional Aides and Aide Training Program
2. Length of Activity 9 months
 Beginning Date Aug. 28, 1969 Ending Date May 28, 1970
 Hours per Week:
 Regular Session 30 Summer Session _____
3. Estimated Cost of this Activity \$36,000
4. Number of Public and Private School Students Participating in this Activity by Grade Level for each Session.

GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION		GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION	
	Public	Non-Public	Public	Non-Public		Public	Non-Public	Public	Non-Public
Pre-K	17				7				
K	286				8				
1	321				9				
2	325				10				
3	316				11				
4					12				
5	220				Ungraded				
6	219				TOTAL	1704			

5. Number of Staff involved in this Activity:
 Full Time 16 Half Time 1
6. Location of Activity:
 In Public School Six elementary schools
 In Non-public School _____

INSTRUCTIONAL AIDES AND AIDE TRAINING PROGRAM

The amount of individual assistance available to pupils by teachers can be increased by relieving the teachers of some of the non-instructional tasks. Principals and teachers in several schools have requested that instructional aides be employed and assigned. Teacher aides, as they were formerly identified, were first employed for the school year 1967-68. Sixteen aides were employed that year and the same number again in 1968-69. In 1969-70, seventeen aides were employed and assigned to six Project SPEEDY schools.

OBJECTIVES

1. To free the classroom teacher of many routine tasks, thus allowing the teacher to use more time on individual pupil's problems, planning, pupil evaluation, and parent conferences.
2. To provide an in-service training program for aides, teachers with aides, and principals of schools where aides are assigned.

PROCEDURES

Sixteen full-time aides and one half-time aide were employed and placed in six of the Project SPEEDY elementary schools. One school had one aide assigned; one school had two aides assigned; one school had three aides assigned; two schools had five aides each; and one school had one aide one-half time although the same person served a preschool

9.02

program in the building for the remainder of the day.

An in-service training program was planned to be conducted in seven sessions occurring every other Saturday morning in the fall of 1969 and on two Saturdays in February and April. This part of the program did not materialize and was not conducted.

EVALUATION STRATEGY

A locally prepared checklist based on a list of identified activities of classroom aides in Atlanta, Georgia was given to each aide for her responses.

PRESENTATION OF DATA

The Teacher Aide Survey asked for two categories of information. First, the aide was asked to respond in terms of the estimated average frequency of occurrence of each activity and second, to make a value judgment of the activity. A recap of all responses may be found in the Appendix.

Items which most directly related to the objective of freeing the classroom teacher from routine tasks are shown in Table 9.01.

TABLE 9.01
 ACTIVITIES RELATED TO THE PROGRAM
 OBJECTIVE OFTEN ENGAGED IN BY TEACHER AIDES

N=14

Activity	Percent Of Aides
Duplicates work	100
Makes instructional aids	93
Assists with supervision of pupils entering and leaving building	86
Checks pupils' written work	86
Corrects tests with key	79
Assists with hall supervision	79
Types reports, tests	71
Checks work books	71
Delivers messages	71
Collects and hands out materials	64
Prepares charts and graphs	64
Requisitions materials and supplies	50
Makes lists	50

A space for "Comments" was provided on the survey form. Four aides made comments, all of which provide more insight into the work the aides are performing.

These comments are quoted as follows:

"This year as a teacher's aide I was assigned to a new

reading program. It has been my job to put on tape the readers for grades 1-4. Also I have transferred over 200 library books from tape to cassettes (cartridges) for use in the classrooms. Along with this I have made transparencies for grades K-4 to use with overhead projectors. These transparencies consist of word patterns for reading and spelling. I have also made charts of word patterns and tapes for spelling words.

"I try to show the teachers how to use these materials and to redo the tapes that become defective. Having this job I have not had as many regular teacher aide jobs as the other teacher aides do, but I help them whenever I can.

"This has been a full time job, one that is very interesting and from the teacher's remarks a very worthwhile program."

"If there were more master copies available for such things as sounds, phonics and numbers I would have more time to help the children on an individual basis. As it is, I spend much time preparing master copies.

"We use the tape recorder as a teaching tool. I spend considerable time preparing tapes. It would be more beneficial to have commercially prepared tapes with stories and listen and do sheets."

"Since very few teaching aids were left in this first grade classroom, it has been necessary to be creative and make a great deal of teaching aids as I have had a first year teacher who did not have a file of such materials.

"If more master copies were available for phonics, numbers, vowels, and writing, I would have more time to help the children on an individual basis. We average using six to eight duplicated work sheets each day. I spend a great deal of time preparing masters for these work sheets. There have been very few nights when I have not taken material home to prepare in order that I might have more time to work with the children.

"It would be most beneficial to have more commercially prepared tapes with listen and do work sheets as well as recorded stories with book kits.

"I enjoy working with children in the lower grades very much. I would like to know if there will be any special classes offered for Teacher Aides this coming summer or fall."

"There are many rewarding experiences (cultural and educational) in my being a teacher's aide at _____ Elementary School.

"I am very devoted to children and take great pride in working with pre-kindergarteners and kindergarteners; this includes going everyday to prepare for the day's activities, aiding the students in instruction, home visits, conferences with parents, planning parties, and other interesting things pertaining to good teacher-pupil relations.

"The children love me very much as this is shown in their willingness to respond to meaningful instruction while practicing the rules of good citizenship.

"Personally, I feel that one must have patience, love, and understanding when working with children.

"It is my desire to continue work as a teacher's aide in the Wichita Public Schools."

COMMENTS ON RESULTS

The major aim of this program was to provide a service to classroom teachers through the utilization of classroom aides. Insofar as the classroom teacher has access to instructional aide service, she is relieved of some of her routine clerical tasks. If one accepts the ratio of one classroom aide per teacher as a desirable aim, this program is very limited since it provides fifteen aides for a total of 163.5 teaching positions at the early elementary level of kindergarten through third grade. This would be about ten percent of the total number of aides needed.

10.00

ACTIVITY EVALUATION

1. LEA District No. 259 Activity Library Enrichment Services
2. Length of Activity 9 months
- Beginning Date Aug. 28, 1969 Ending Date May 28, 1970
- Hours per Week:
- Regular Session 9 Summer Session
3. Estimated Cost of this Activity \$52,300
4. Number of Public and Private School Students Participating in this Activity by Grade Level for each Session.

GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION		GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION	
	Public	Non-Public	Public	Non-Public		Public	Non-Public	Public	Non-Public
Pre-K					7				
K	1024				8				
1	1008				9				
2	1021				10				
3	1012				11				
4					12				
5	220				Ungraded				
6	219				TOTAL	4504			

5. Number of Staff involved in this Activity:
- Full Time 11 Half Time
6. Location of Activity:
- In Public School x
- In Non-public School

LIBRARY ENRICHMENT SERVICES

In recognition of the important position of the library in the total school program, particularly in the teaching of reading and in the expansion of language experiences, and upon the experiences gained in the previous three years, library enrichment services were included as a component of Project SPEEDY. In addition to supplementary librarian positions, library aide positions were provided as well.

OBJECTIVES

1. To provide specialized and supplementary library services to pupils of the Title I schools in order to:
 - a. motivate pupils toward better reading
 - b. assist in the improvement of reading skills
 - c. expand language experiences
2. To participate as members of a professional team composed of principal, librarian, counselor, classroom teacher, corrective reading teacher, nurse, and librarian aide.

PROCEDURES

Additional librarians, amounting to 5.2 additional full-time positions, and six full-time library aides were added to the regular library staff. The extra service was designated for benefit to pupils of kindergarten through third grade in seventeen Title I schools and

10.02

for fifth and sixth grades in one school which had only these two grade levels assigned. This made possible an average of 1.6 extra days of librarian service per week in each of the designated target schools.

The library aides assisted librarians in processing, shelving, material preparation, card filing and in performing other tasks assigned by the librarians.

EVALUATION STRATEGY

No standardized tests were used in evaluation of this part of the Title I project. Non-test sources of data included central office records and interviews with librarians, principals, and teachers.

PRESENTATION OF DATA

The provision of additional librarians and library aides permitted the following kinds of activities and services to be provided for early elementary age pupils.

Activities performed by librarians were in the area of enriching pupils' language experiences. Pupils were contacted individually, in small groups, and in class-size groups. These sessions were scheduled in the library. Almost twice as many class-size groups were scheduled in Project SPEEDY schools as compared to non-project schools. Librarians read to pupils, told them stories, or used various visual media to help enrich the pupils' language background. The librarians also worked with the classroom teachers to help in the selection of

materials to be used in the classrooms.

COMMENTS ON RESULTS

The utilization of additional library services through the professional librarians and the library aides appears to have a desirable effect on the entire program of providing more experiences and benefits to younger pupils and to pupils with reading difficulties.

11.00

ACTIVITY EVALUATION

1. LEA District No. 259 Activity Specialized Counseling Services
2. Length of Activity 9 months
 Beginning Date Aug. 28, 1969 Ending Date May 28, 1970
 Hours per Week:
 Regular Session 30 Summer Session _____
3. Estimated Cost of this Activity \$57,500
4. Number of Public and Private School Students Participating in this Activity by Grade Level for each Session.

GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION		GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION	
	Public	Non-Public	Public	Non-Public		Public	Non-Public	Public	Non-Public
Pre-K					7		35		
K	1024				8		35		
1	1008				9		70		
2	1021				10		70		
3	1012				11		70		
4					12		70		
5					Ungraded				
6					TOTAL	4065	350		

5. Number of Staff involved in this Activity:
 Full Time 6 Half Time _____
6. Location of Activity:
 In Public School x
 In Non-public School x

SPECIALIZED COUNSELING SERVICES

One of the identified needs of elementary school children in economically impoverished areas was the need for more counseling service. Characteristics of some of the children in Title I elementary schools included the following: performance on standardized tests of achievement and ability below that which was expected; below grade level performance in classwork; and emotional and social instability. It was believed that additional counseling service would help each child to approach more closely the maximum educational growth in accordance with his potentialities.

OBJECTIVES

1. To better enable parents, teachers, and pupils to establish realistic goals and improved educational plans by assessing and interpreting the potential of pupils.
2. To assist in preventing and seeking solutions to problems of pupils which interfere with learning.

PROCEDURES

The equivalent of four counseling positions were provided to give extra counseling service in the seventeen Title I schools. One counseling position was assigned to four Follow Through schools as well as one counseling position to the two residential homes for delinquent children. In addition to counseling individual pupils, the counselors worked closely with corrective reading teachers in imple-

11.02

menting the reading program, assisted teachers in understanding and working with pupils, performed testing and test interpretation, made home calls and conferred with parents at school, and made pupil case studies.

Instead of spreading the services of the four additional counselors over all seventeen schools, they were added to the regular counseling staff and reapportionments of assigned time were made. This added approximately 100 hours of counseling time per week to the seventeen schools. Twenty-five hours per week in the two residence homes combined and twenty-five hours per week in the Follow Through schools brought the total additional counseling service to 150 hours per week.

EVALUATION STRATEGY

Since this part of Title I services has been in operation since September, 1966, and had been reported in previous evaluation reports, a detailed evaluation was not planned for this year. Interviews were conducted with some of the Title I school principals and counselors. Central office files were examined for certain other types of data.

PRESENTATION OF DATA

Although Title I provides funds for six additional counselors, a total of seventeen different counselors have assignments in Title I designated schools. In addition, one counselor is assigned to the delinquent residence homes and one to four Follow Through schools. In keeping with Title I guidelines, a portion of each week was set aside for counselors to work specifically with Title I target pupils. This

group included all pupils in grades K-3 in target schools plus other pupils enrolled in grades 4-6 who are also enrolled in corrective reading. Particular emphasis was given to pupils in kindergarten and first grade. The emphasis on counseling at these lower grade levels was upon prevention of problems rather than treatment.

Time devoted to the Project SPEEDY portion of counseling was utilized in classroom observations of children, in conducting conferences or consultation with teachers or parents, in psychometric testing of individual pupils, and in individual counseling with pupils.

The average amount of extra counseling time per Title I school amounts to 2.5 stated in terms of half days per week or the equivalent of $1\frac{1}{2}$ days per week per school devoted to target pupils. This is counseling time over and above what normally would be available to the schools without Title I funding.

COMMENTS ON RESULTS

The provision of funds for supplementary counseling services resulted in the continued addition of six counseling positions to the pupil personnel staff. Four of these positions were made available in the Title I target schools while one position was available in the residential homes for delinquent children and one position in the Follow Through schools. Without Title I a reduced level of service would have been necessary in the elementary schools involved and no counseling would have been available to the delinquent residential homes.

12.00

ACTIVITY EVALUATION

1. District No. 259 Activity Specialized Health Services
2. Length of Activity 9 months
- Beginning Date Aug. 28, 1969 Ending Date May 28, 1970
- Hours per Week:
- Regular Session 3 Summer Session _____
3. Estimated Cost of this Activity \$32,000
4. Number of Public and Private School Students Participating in this Activity by Grade Level for each Session.

GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION		GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION	
	Public	Non-Public	Public	Non-Public		Public	Non-Public	Public	Non-Public
Pre-K					7				
K	1024				8				
1	1008				9				
2	1021				10				
3	1012				11				
4					12				
5					Ungraded				
5					TOTAL	4065			

5. Number of Staff Involved in this Activity:
- Full Time 5 Half Time _____
6. Location of Activity:
- In Public School X
- In Non-public School _____

SPECIALIZED HEALTH SERVICES

Children from low income areas are often found to be lacking in physical health and stamina, knowledge of simple health procedures and safety measures. By providing additional specialized health services in the Project SPEEDY schools, it was believed that children's health could be improved.

OBJECTIVES

1. To assist families in identifying and utilizing community health services available to them.
2. To utilize additional time for health appraisal, interpreting of findings, and assisting in correcting deficiencies in health.
3. To work as a member of a team of professionals (nurse, counselor, teacher, librarian, principal) to provide the kind of service needed to improve the health status of pupils.

PROCEDURES

Five additional nurses were employed to augment the regular nursing staff for elementary schools. Instead of spreading the services of the five additional nurses over eighteen schools, the five were added to the regular nursing staff and reapportionments of assigned time were made; thus reducing the problem of having nurses assigned to three or more

12.02

schools. The additional time allowed nurses to work more closely with other staff members, to make more home calls, and to set up special health programs and health education sessions. One or more half days per week were set aside in which the nurse's full time was devoted to Project SPEEDY children, K - 3.

EVALUATION STRATEGY

No standardized tests were used in the evaluation of Specialized Health Services. Non-test sources of information included activity logs kept by the nurses, central office records, and interviews.

PRESENTATION OF DATA

One element of the Specialized Health Services program called for assistance to families to help in identifying and utilizing community health services. The number of home calls made by nurses would give some indication of effort channeled in this direction. Table 12.01 shows a summary of home calls made during a sample four month period.

TABLE 12.01

SUMMARY OF HOME CALLS MADE BY PROJECT SPEEDY NURSES
NOVEMBER 1969 THROUGH FEBRUARY 1970

Month	Calls per grade				Calls by race*					Sex		Total Calls
	Kgn	1	2	3	1	2	3	4	5	M	F	
Nov.	23	23	20	23	20		60	5	4	43	46	89
Dec.	15	16	22	30	22		61			41	42	83
Jan.	36	34	32	32	59		75			68	66	134
Feb.	20	28	19	23	10		80			40	50	90
Totals	94	101	93	108	111	0	276	5	4	192	204	396
Average per month	24	25	23	27	28	0	69	1	1	48	51	99

*Race: 1-White 2-Oriental 3-Black 4-Spanish American 5-American Indian

Based on the monthly averages shown in Table 12.01, approximately 890 home calls would have been made during the school year 1969-70. These would be almost nearly divided between boys and girls with over twice as many black pupils represented as whites.

The nurses maintained records of pupils who came to the health room. A record of those that came during the time set aside for Project SPEEDY pupils for the four month period, October through January, shows that a total of 2074 pupils were logged in.

12.04

Reports in this category were not available from four schools but averages of the remaining thirteen schools were used to arrive at the preceding figure. This amounts to an average of 675 per month, or 6073 for the school year.

Approximately 775 hours were spent during the year on health education activities. About 900 hours were spent on health services activities. Logs were not available in enough detail to determine the average amounts of time spent in conference with other school personnel.

A suggested activity outline which was developed at a Title I Nurses' meeting is shown below. The outline covers two broad categories of Health Education and Health Services and served as a guide for the Title I nurses.

**"SPEEDY" HEALTH SERVICES
1969-70**

"Speedy" Health Services will offer additional Health Education and Health Services.

Suggested Program:

All SPEEDY nurses will concentrate on an assigned health theme for each month. The program will start November 1, leaving the rest of October for teacher and special service personnel conferences to acquaint them with the program.

	<u>Health Education</u>	<u>Health Services</u>
Oct.	Teacher & Special Service Personnel Conferences	Continue Follow-up on Head Start children
Nov.	<u>Nutrition</u> Kgn -How Food Makes Me Grow Gr 1 -Good health habits related to nutrition (Around the Clock With Billy) Gr 2 -Breakfast (Sad Sack) Gr 3 -Snacks	<u>Health Counseling</u> Pupils Teachers Parents Parent Meeting
Dec.	<u>Winter Safety</u> Kgn -Program to be developed Gr 1 -Playground safety Gr 2 -Safety to and from school Gr 3 -Christmas Safety	Reminders to parents about dental care and examinations
Jan.	<u>Disease Prevention</u> Kgn -Susie's Visit to the Doctor Gr 1 -Keeping Well Gr 2 -Community Helpers Gr 3 -Germ culture dishes	Evaluate immunization status of 2nd graders Rubella vaccine
Feb.	<u>Dental Health</u> Kgn -Toughy Tooth (dentist visit) Gr 1 -Toughy Tooth (nutrition) Gr 2 -Alligrog Gr 3 -Large Tooth Model	Referrals for dental care Make a list of dentally indigent Keep a count of number of dental referrals made
Mar.	<u>Poison Prevention</u> Kgn -Program to be developed Gr 1 -Paper heads Gr 2 -Doll house Gr 3 -Making homes safe	Follow-up on referrals made at beginning of school year
April	<u>Environmental Health</u> Kgn -Program to be developed Gr 1 -Program to be developed Gr 2 -Program to be developed Gr 3 -Program to be developed	Selective Staffing Parent Meeting
May	<u>Summer Safety</u> Kgn -Playground Safety Gr 1 -Cleanliness - simple first aid Gr 2 -Swimming Pool Safety Gr 3 -Education about need for periodic health exams	Continued follow-up Reporting Make a count of number of dental referrals that have received professional care

12.06

Logs maintained by the nurses showed that the suggested activity outline was closely adhered to except during the month when rubella immunizations took priority over nearly all other activities.

The following nurse's report demonstrates the methods used to emphasize poison prevention for kindergartners.

"I used the program as suggested in the APHA booklet for methods of teaching poison prevention to kindergarten children. I took a shoe box and covered it with white paper. I put a big red mouth on it and a button on the lips. This was for products unsafe to eat. I covered a cotton ball can with white paper and put a smiling red mouth on it with lips parted. This was for food that was safe to eat. I cut out many pictures from magazines of products that were unsafe to eat and food that was safe to eat. After cutting these out I pasted them on white paper and cut them out again leaving a margin for protection of the picture.

"I talked to the children on poison prevention appealing to them to help prevent their little brothers and sisters from getting poisoned. We then played a game where each child drew two pictures from a box and then he decided which container each picture should go in. The child held the picture up for the class to see, told them what it was and whether it was safe to eat or not, then he placed it in the appropriate container. If he didn't know what it was he held the picture up and the class helped him decide whether it was safe to eat or not."

In regard to a parent meeting on Nutrition one nurse reported:

"A guest speaker from the Dairy Council was scheduled. Three hundred eighty-nine invitations were made and sent home with each student, Kindergarten through third grade. I went into each classroom encouraging each child to talk to his parents. A nursery was provided free of charge. Twelve mothers attended the meeting."

Another nurse reported a project on traffic safety for first grade pupils:

"A traffic signal was used with the children walking around the room and obeying the light when it is turned to their

'street.' Those not watching and being alert so as to fail to obey the signal had to be seated so they wouldn't hurt other people by their 'careless driving.'

"They also were given blank highway and street signs and told what they meant so they learned the signs by their shape and color (even though they could not read the words on the signs I had purchased). The purchased signs were left in their rooms taped to the walls or blackboard so they had ample time to learn them. The teacher peri-

odically would point to a sign such as the  and

ask what should you do when you saw it. A few days later I took the blank signs I'd made off the purchased ones into their room and by just holding up the blank sign they had learned the shape and color to be able to tell what it was and what it meant."

All nurses reported various kinds of activities used to promote a particular theme. The above were chosen for their representativeness. Nurses' logs also indicate many instances of conferences with other team members (principal, counselor, librarian, corrective reading teacher) for the purpose of providing health information about Project SPEEDY pupils.

COMMENTS ON RESULTS

This portion of the Title I project shows evidence of thoughtful preplanning in that a carefully structured program was worked out and implemented early in the school year. A definite portion of the nurse's time was devoted solely to Project SPEEDY children. Except in emergency, this schedule was closely adhered to. From the number of home calls reported, there was much interaction with the parent component of the school community which should be beneficial to both pupils and parents.

ACTIVITY EVALUATION

13.00

Activity No. 259 Activity Supplementary Food

Duration 9 months

Starting Date Sept. 2, 1969 Ending Date May 28, 1970

Project Description

Regular Session NA Summer Session NA

Estimated Cost of this Activity \$20,316.64

Number of Public and Private School Students Participating in this Activity by Grade Level for each Session.

Activity	Grade Level	REGULAR SCHOOL SESSION		SUMMER SESSION
		Public	Private	
	7			
	8			
	9			
	10			
	11			
	12			
	13			
	14			
	15			
	16			
	17			
	18			
	19			
	20			
	21			
	22			
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	88			
	89			
	90			
	91			
	92			
	93			
	94			
	95			
	96			
	97			
	98			
	99			
	100			

Number of Staff Involved in this Activity:

Full Time NA Half Time NA

Location of Activity:

In Public School X

In Non-Public School

SUPPLEMENTARY FOOD

One of the observed characteristics of some children in Title I schools was malnutrition. Inadequate diets resulted in the need for aid to children in some of these schools. During 1969-70 the scope of this part of the project was limited to the provision of Type A hot lunches in three schools. In prior years, a breakfast program had been experimented with as well as provisions for milk and crackers to kindergarteners.

OBJECTIVES

1. To improve the diets of children in low income areas.
2. To improve the physical health and enhance learning readiness for participating pupils.

PROCEDURES

Three elementary schools were selected to participate in the Type A hot lunch program. Lunches were made available to all pupils in these schools at a reduced cost to the individual pupil. Lunches were funded from three sources: the state, Title I, and the pupil. In one school, the food was prepared on site. In the two other schools the food was prepared elsewhere and transported in by truck.

EVALUATION STRATEGY

No standardized tests were used in the evaluation of this part of

13.02

Project SPEEDY. Non-test sources of information included school records and food services division personnel.

PRESENTATION OF DATA

Pupils of the three Title I schools included in the supplementary food program were provided daily with a Type A hot lunch. The cost of each lunch to the pupil was 10¢. State support amounted to 20¢ per lunch and Title I support was either 10¢ or 14¢ per lunch depending on whether the lunches were prepared on site or were transported to the school.

Title I funds in the amount of \$20,316.64 were applied to the supplementary food program. This supplied the lunches as indicated in Table 13.01 for a total of 163,474 lunches through the 1969-70 school year.

TABLE 13.01

TYPE A HOT LUNCHES SERVED IN TITLE I SCHOOLS

1969-70

School	9-15-69 Enroll- ment	<u>Month</u>									
		Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Totals
Ingalls	614	7842	9192	6219	6653	7793	7924	7565	9178	7374	69,740
Brookside	286	3812	4295	2936	2985	3302	2966	2937	3499	2759	29,491
Mathewson	439	8283	8722	5768	6048	7362	7140	6871	7765	6284	64,243
Totals	1339	19937	22209	14923	15686	18457	18030	17373	20442	16417	163,474

Based on a 180 day school year and September 15, 1969 enrollments, it was found that an average of 387 lunches per day was served at Ingalls, 164 per day at Brookside, and 357 per day at Mathewson. Using September 15, 1969 enrollment figures, 63%, 57%, and 81% of the student bodies respectively availed themselves of the 10¢ lunches, making an average participation in the program for all three schools of 68% or slightly over two-thirds.

14.00

ACTIVITY EVALUATION

1. LEA District No. 259 Activity Follow Through Supplement
2. Length of Activity 9 months
- Beginning Date Aug. 28, 1969 Ending Date May 28, 1970
- Hours per Week:
- Regular Session NA Summer Session NA
3. Estimated Cost of this Activity \$56,200
4. Number of Public and Private School Students Participating in this Activity by Grade Level for each Session.

GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION		GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION	
	Public	Non-Public	Public	Non-Public		Public	Non-Public	Public	Non-Public
Pre-K					7				
1					8				
2					9				
3					10				
4					11				
5					12				
6					Ungraded	Not Applicable			
7					TOTAL				

5. Number of Staff involved in this Activity:
- Full Time NA Half Time NA
6. Location of Activity:
- In Public School Four elementary schools
- In Non-public School

14.01

FOLLOW THROUGH SUPPLEMENT

Project SPEEDY provides funds for the hiring of certain personnel who are employed in the Follow Through program. The amount of \$56,200 provided for the services of one rotating first grade teacher, one nurse and nineteen teacher assistants. Since the entire Follow Through effort is evaluated by a Follow Through evaluator, no evaluation of this portion of Project SPEEDY was planned.

15.00

ACTIVITY EVALUATION

1. LEA District No. 259 Activity Pre-School Pilot Program
2. Length of Activity 9 months
- Beginning Date Aug. 28, 1969 Ending Date May 28, 1970
- Hours per Week:
- Regular Session 15 Summer Session _____
3. Estimated Cost of this Activity \$5200
4. Number of Public and Private School Students Participating in this Activity by Grade Level for each Session.

GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION		GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION	
	Public	Non-Public	Public	Non-Public		Public	Non-Public	Public	Non-Public
Pre-K	17				7				
K					8				
1					9				
2					10				
3					11				
4					12				
5					Ungraded				
6					TOTAL	17			

5. Number of Staff involved in this Activity:

Full Time _____ Half Time 2

6. Location of Activity:

In Public School One elementary school

In Non-public School _____

PRE-SCHOOL PILOT PROGRAM

A pre-school pilot program for one class of four year old children was implemented in one Title I elementary school for the year 1969-70. This program marks the first attempt in Wichita to provide pre kindergarten instruction in a public elementary school setting with funds other than Head Start.

OBJECTIVES

1. To emphasize language development
2. To develop positive self-image
3. To provide for social and physical development
4. To develop cognitive and perceptual skills

PROCEDURES

A kindergarten teacher who would normally have taught one-half day of kindergarten was employed for the other half day to teach the pre-school group of children. The services of a classroom aide were also made available to the group. Classes for these children were scheduled for four afternoons per week with the remaining afternoon being reserved for parent conferences or home visitation.

Milk and crackers were served during the regular afternoon rest period. Parents of the children enrolled in the program assumed this cost.

15.02

Equipment of the regular kindergarten classroom was utilized as well as some specialized pre-school equipment borrowed from the Summer Head Start Program.

Enrollment was maintained at fourteen throughout the year. Three children moved and were replaced, thus making the total enrollment for the year at seventeen. When knowledge of the program became known in the community a waiting list developed. Children were selected by the principal of the school. Requirements for selection were: residence in the school attendance area (children walked to school), age four on or before September 1, 1969, birth certificate, and parental consent. Children selected were from families just above the economic criteria set for the Full Year Head Start program.

EVALUATION STRATEGY

No evaluation was planned for this program during its first year of operation. Evaluation procedures have been outlined for the second year, 1970-71.

A P P E N D I X

(Academic Year)

16.02

WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICES DIVISION

September 10, 1969

TO: Corrective Reading Teachers, Project SPEEDY
FROM: W. E. Turner, Research Specialist
SUBJECT: Corrective Reading Data Form 2

Form 2 provides for the recording of certain data needed in the evaluation of the Project SPEEDY corrective reading program. Most items are self-explanatory. A vertical row of boxes through the middle of the sheet provides spaces for the recording of information which is to be gridded on the right half of the sheet.

A sheet should be started for every Project SPEEDY pupil in the elementary schools who is assigned to a corrective reading teacher. If there is doubt about a pupil's residence being in a target area, include a data sheet for that pupil anyway and we will determine whether or not to include that data.

A sheet should be started for each junior high pupil who is assigned to a SPEEDY corrective reading teacher regardless of residence. This will provide for some statistical comparisons between SPEEDY and non-SPEEDY groups.

Initial distribution of the Data Form 2 will be 40 to each elementary teacher and 50 to each junior high teacher. If you need more sheets, call the Research Office and inform Pat Hladik of your requirements. Do not Xerox or make photo copies because these will not go through the 1230 scoring machine.

There was some discussion in the reading meetings about what to do with data sheets of pupils who leave the reading program. In order to ensure that data is received on every pupil, the following should be observed: If a pupil leaves corrective reading before the end of the year, for any reason (phase out, move to another school, move out of town, etc.), complete as much of the sheet as possible and send to the Research Office. Do not hold this data category until the end of the year. This procedure will relieve the teacher of accounting for these pupils in the spring. Even though a pupil moves to another SPEEDY school and is started in corrective reading, a new sheet should be started by the second SPEEDY teacher. This procedure will provide a measure of mobility among reading pupils.

The data which you provide constitute the heart of the corrective reading evaluation. If there are questions, please do not hesitate to call us at AM7-8311, ext. 298.

SAMPLE

CORRECTIVE READING DATA FORM 2

POORREADER, IMA

Pupil Name (last, first)

Pupil I. D. Number

1232 No. PECAN

Pupil's Home Address

Smith

Teacher

5. School
Code #

6. DATE OF BIRTH

Month

Example:

Day

May 3, 1960

Record as 050360

Year

7. SEX: Male = 0; Female = 1

8. RACE: Cauc. 1, Negro 3, Sp. Am 4, Am. Ind 5

9. GRADE

10. FALL INSTRUCTIONAL READING GRADE LEVEL

eg. 3.2 = 032

Primer = 005

PrePrimer = 001

11. FALL GATES VOCAB. RAW SCORE

eg. 9 = 09

12. FALL GATES COMP. RAW SCORE

13. If Entered Corr. Read. late: Month of
entry: eg: Oct = 10 March = 03

14. If Phased Out = 1, Moved = 2

15. Month Phased Out or Moved:

eg: Jan = 01 Nov = 11

16. SPRING INSTRUCTIONAL READING GRADE LEVEL

eg: 5.7 = 057

Primer = 005

PrePrimer = 001

17. SPRING GATES VOCAB. RAW SCORE

eg: 5 = 05

18. SPRING GATES COMP. RAW SCORE

19. FALL READ. CLASS: B=0, MC=1, C=2, SC=3

20. SPRING READ. CLASS: B=0, MC=1, C=2, SC=3

21. Was In Corr. Read. Last Year: No=0, Yes=1

22. Pupil Rides School Bus: No=0, Yes=1

THIS SPACE FOR RESEARCH OFFICE USE

Note: Make no marks of any
kind on right 1/2 of page
EXCEPT grid marks.

16.04

Directions for the completion of the ATTENDANCE AND FAMILY SOCIAL SERVICES DATA FORM 1.

Complete the form for each pupil referred to you.

- Boxes 1-7: Pupil I.D. number
Boxes 8-19: Pupil name - if name is too long, use only as many spaces as provided
Boxes 20-32: Pupil home address - same as above
Boxes 33-35: School code - numbers may be found on school code list or attached assignment sheet
Box 36: Sex - M or F
Box 37: Race - Caucasian, 1; Oriental, 2; Negro, 3; Spanish American, 4; and American Indian, 5
Boxes 38-39: Pupil's grade - 01 through 12; use 96 for pre-school; 97 for kindergarten; 98 for EMH; 99 for ungraded
Box 40: If pupil rides school bus use - 1
Boxes 41-42: Number of brothers and sisters living in same residence and 16 years or under
Boxes 43-44: Highest grade level completed by head of household
Boxes 45-46: Code number assigned to social worker (on attached assignment sheet)

NOTE: Do not mark in any column 9 box for items 47-80. These are reserved for Research Office coding. For other boxes marked use an "X."

Item 47: Pupil residence - this item attempts to establish the marital status of the family. Mark as many boxes as required, however, you would not mark the "brother or sister" box unless the pupil lived with them in a parent-child relationship.

Items 49-73 pertain to some reasons why a child might be referred to the social worker. You may mark as many boxes as necessary to cover the problem. Choose the ones which are most descriptive of the problem. Where the term "parent" is used, it is meant to be the person or persons who act as the parent figure for the pupil.

These data forms should be completed and forwarded weekly to the Research Office. This will allow the load of key-punching to be evenly distributed as well as to relieve the social worker of the burden of storing the completed forms.

175

WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICES DIVISION

16.05

ATTENDANCE AND FAMILY SOCIAL SERVICES DATA FORM 1
1969-1970

I. D. Number

--	--	--	--	--	--	--

Name (Last, space, First)

--	--	--	--	--	--	--	--	--	--	--	--

Pupil's Home

Address Street #				Dir.	Street Name							School #			Sex		

Race

--

Grade

--	--

Rides Bus

--

Sibs Under 16

--	--

Education Head of House

--	--

Social Worker Code #

--	--

In columns 1 through 8, mark as many squares as required to describe the problem. Do not mark any square in column 9. These directions apply to the reverse side of the form as well.

47. Pupil resides with:

(1) Pupil	(2) Natural Father	(3) Natural Mother	(4) Step Father	(5) Step Mother	(6) Foster Parent: or Guard.	(7) Brother or Sister	(8) Others	(9)

49. Illness

--	--	--	--	--	--	--	--

51. Accident

--	--	--	--	--	--	--	--

53. Emotional Problems

--	--	--	--	--	--	--	--

55. Alcoholism or Heavy Drinking

--	--	--	--	--	--	--	--

57. Drug Problems

--	--	--	--	--	--	--	--

(over)

(over)

(9)

APPENDIX TABLE A1

ATTENDANCE AND FAMILY SOCIAL SERVICES

NUMBER OF PUPILS REFERRED TO ATTENDANCE
AIDES AND SOCIAL WORKERS BY GRADE LEVEL
1969-70

N=2351

16.07

SCHOOL CODE	PRE- SCH	KDG.	EMH	UNGR.	GR.1	GR.2	GR.3	GR.4	GR.5	GR.6	GR.7	GR.8	GR.9	GR.10	GR.11	GR.12
120														49	38	17
160														50	33	14
170														99	60	38
180			1											85	54	41
190														20	1	
195														28	2	1
202			5										42			
210			1									21	75			
213												3	2			
214												17	12			
231			1									21	14			
233												15	15			
235												25	22			
242												47	24			
252												3	6			
255			4									19	19			
256												21	16			
265												16	16			
273												7	4			
275												13	5			
287												13	16			
307												36	49			
312		3	1		7	6	2	2	4	3						
315						1			1							
316						2		5	1	1						
319	8								1							
323		1	18		4	7	5	4	9	5						
		19			25	20	9	26	10	7						

APPENDIX TABLE A1 (cont'd)

SCHOOL CODE	PRE- SCH	KDG.	EMH	UNGR.	GR.1	GR.2	GR.3	GR.4	GR.5	GR.6	GR.7	GR.8	GR.9	GR.10	GR.11	GR.12
325		3			2	6	2	4	1	6						
334					3			2	3	3						
335	1	3			14	6	6	2	4	4						
336		2			2											
337	1	2			16	3	6	3	1	6						
340										1						
341			1							1						
343						1	1	1	2	1						
344		2			8	10	6	3	5	5						
346		2			6		12	5	6	6						
348	1		1	2	1	4	6	1	2	5						
352									1	1						
354		17	6		25	14	7	1	8	1						
357		1			1	1		3		1						
361					5	3	2	1	1	1						
364		2			1	2	3	6	32	11						
370					2	8	2	7	6	3						
371		4	4		3	5	1	3	1	2						
374					1				1	1						
378		2			3	1										
385		3	39		3	3	4	3	7	5						
391										1						
395					2		1	3		2						
Wichita Total	11	66	82	2	134	103	75	85	107	82	291	342	341	331	188	111

APPENDIX TABLE A2

ATTENDANCE AND FAMILY SOCIAL SERVICES

EDUCATIONAL ATTAINMENT OF HEAD OF HOUSE OF PUPILS
REFERRED TO ATTENDANCE AIDES AND SOCIAL WORKERS
1969-70

N=2351

SCHOOL CODE	ITEM LEFT BLANK	GRADES 1-6	GRADES 7-9	GRADES 10-12	GRADES OVER 12
120	45	46		12	1
160	90	7			
170	155	36	2	2	2
180	68	67	1	35	10
190	1	1	14	4	1
195	25	4	1	1	
202	23	14	49	6	
210	37	190			
213	4	9			
214	10	30		12	2
231	1	44	3		
233	12	18	3	5	
235	17	27	8	6	1
242	21	86		3	
252	7	5			
255	8	9	44	2	
256	13	15	4	16	
265	20	1			
273	10	14	1		
275	17	16	13	8	
287	17	102			2
307		22		6	
312		2			
315		9			
316		1			
319	13	28		2	
323	49	85			
325		24			
334	8	1		1	1
335	30	10			
336	2			2	
337	13	17		8	
340			1		
341		1			
343	2	4			
344	12	24		3	

16.10

APPENDIX TABLE A2 (cont'd)

SCHOOL CODE	ITEM LEFT BLANK	GRADES 1-6	GRADES 7-9	GRADES 10-12	GRADES OVER 12
346	35	2			
348	6	17			
352	2				
354	42	37			
357	2	3		2	
361	2	11			
364	10	43	1	3	
370	23	5			
371	7	14	2		
374		3			
378		6			
385	1	60	6		
391		1			
395	6	2			
Wichita Total	866	1173	153	139	20
Percent Of Total	36.83	49.89	6.50	5.91	.85
Percent (excluding blanks)		78.98	10.30	9.36	1.34

APPENDIX TABLE A3

ATTENDANCE AND FAMILY SOCIAL SERVICES

NUMBER OF CHILDREN UNDER AGE 16 IN FAMILIES OF PUPILS
REFERRED TO ATTENDANCE AIDES AND SOCIAL WORKERS
1969-70

N=2351

SCHOOL CODE	BLANK*	-1-	-2-	-3-	-4-	-5-	-6-	-7-	-8-	-9-	-10-	-11-	-12-	-13-
120	45	5	12	15	9	8	3	4	2		1			
160	90	2	1		1				1	1				
170	155	11	10	8	6	1	4	1	1	1				
180	68	42	28	25	7	3	4	2	1	1				
190	1	15	2		3									
195	25	5					1							
202	23	9	4	8	17	17	8	1	2	3				
210	37	11	7	30	27	39	26	9	4	3		4		
213	3		1	2	3	3								
214	10	12	4	7	8	5	1	2	3	1		1		
231	1	11	13	13	6	3	1							
233	12	3	3	11	5	1	1	1	1					
235	17	6	7	8	12	4	2	2	1					
242	22	1	16	20	18	7	9	7	6	2	2			
252	7	3	2											
255	8	13	13	13	7	5	3			1				
256	13	6	6	3	11	3	3		1	1				1
265			3	3	3	3	2	4	1	2				
273	10	1	4	3	3	3	3					1		
275	17	1	5	3	5	7	6	4	1	3		2		
287	17	12	25	21	18	14	10	1	2	1				
307		2		5	3	10	4		2	2	2			
312			2											
315					1	1	4		3					
316				1										
319	13		4	4	3	4	7	4	1	1	2			
323	49	1	16	18	17	16	12	4		1				

16.11

APPENDIX TABLE A3 (cont'd)

SCHOOL CODE	BLANK*	-1-	-2-	-3-	-4-	-5-	-6-	-7-	-8-	-9-	-10-	-11-	-12-	-13-
325		1	3	9	4	3	4							
334	6	1		1		2	1							
335	28			2	1	1		3	4	1				
336	2				2									
337	13	1	2	2	1	4	10	1	4					
340		1												
341					1									
343	2				1		2							
344	12		2	1	9	6	6	3						
346	35					1		1						
348	6	1	2	6	2	1	5							
352	2													
354	42		2	12	5	6	10	1						
357	2		1	1	2			1						
361	2			4	2	5								
364	10		3	10	3	5	16	5	3	1	1			
370	23	1	2			1		1						
371	7	1		5	5		5							
374			3											
378					6									
385	1	3	11	13	8	8	7	8	5	3				
391								1						
395	6					1	1							

Wichita														
Total	841	182	220	287	249	184	197	88	49	30	13	10	1	
Percent	35.77	7.74	9.35	12.20	10.59	7.82	8.37	3.74	2.08	1.27	.55	.42	.04	

* Data not available

APPENDIX TABLE A4
ATTENDANCE AND FAMILY SOCIAL SERVICES

RACIAL COMPOSITION OF REFERRALS
BY SCHOOLS AND SCHOOL LEVELS
1969-70

N=2351

SCHOOL CODE	CAUCASIAN	ORIENTAL	NEGROID	SPANISH AMERICAN	AMERICAN INDIAN
120	56		45		3
160	46		31	20	
170	146	1	47	1	2
180	135	6	35	2	3
190	17		4		
195	20		11		
Senior High School Sub- Total	420	7	173	23	8
Percent	66.56	1.1	27.41	3.64	1.26
202	71		17	3	1
210	62	1	158	6	
213	1		12		
214	35	5	14		
231	34		13	1	
233	33		4	1	
235	30		16	13	
242	59	1	37	1	12
252	4		7	1	
255	42		19		2
256	35		13		
265	15		4	2	
273	5		19	1	
275					
287	86		34	1	
Junior High School Sub- Total	537	7	396	30	15
Percent	54.51	.71	40.20	3.04	1.52

APPENDIX TABLE A4 (cont'd)

SCHOOL CODE	CAUCASIAN	ORIENTAL	NEGROID	SPANISH AMERICAN	AMERICAN INDIAN
307	15		10	3	
312	2				
315	1		8		
316	1				
319			43		
323			134		
325	19			4	1
334	9		1	1	
335		1	39		
336	4				
337	25		11	2	
340	1				
341	1				
343	5			1	
344		7	32		
346			37		
348	20		2		1
352			2		
354	1		78		
357	5		1	1	
361	9		4		
364		20	37		
370	11	1	9	6	1
371	6		17		
374			3		
378			6		
385	15		52		
391	1				
394	4		4		
Elementary School Sub- Total	155	29	530	18	3
Percent	21.08	3.94	72.10	2.44	.40
Wichita Total	1112	43	1099	71	26
Percent	47.29	1.82	46.74	3.01	1.10

TEACHER AIDE SURVEY - 1969-70

Instructions:

Estimated Average Frequency					Value				
Five or more times per week	One to four times per week	One to three times per month	Less than once a month	Never	Much	Moderate	Little	None	Detrimental

- a. teaches new games
- b. teaches basic skills
- c. how to hold pencils and brushes
- d. make-up work
- e. how to use audiovisual aids
- f. how to tie shoes
- g. how to take care of clothes
- h. reads to class or small group
- i. makes home assignment
- j. helps with drill and practice exercises
- k. other (list)

A blank grid of 10 columns and 12 rows. A double vertical line runs down the center, separating the first five columns from the last five columns. The grid is composed of thin black lines on a white background.

2. Develops interpersonal relationships

- a. listens to pupils
- b. conveys warmth and interest
- c. reassures handicapped
- d. admires pupil's achievement
- e. comforts pupils in distress
- f. expresses approval
- g. shows love and acceptance
- h. deals with temporarily unhappy children
- i. other (list)

3. Helps supervise or monitor pupil activities

- a. assists with supervision of pupils on playground
- b. assists with supervision of pupils entering and leaving building
- c. assists with supervision of pupils in lunch room
- d. assists with supervision of pupils in hall
- e. assists with supervision of pupils on field trips
- f. relieves teacher for break
- g. relieves teacher during emergency
- h. monitors individual pupils during makeup or repeat testing
- i. other (list)

4. Examines work of pupils

- a. listens to reports
- b. observes pupils and records their behavior
- c. displays pupils' work
- d. groups pupils for instruction
- e. other (list)

5. Counsels, advises, and disciplines pupils

- a. counsels and advises pupils regarding
 - (1) health
 - (2) hygiene
 - (3) attitudes
 - (4) study habits
 - (5) good sportsmanship
 - (6) conduct
 - (7) assuming responsibility
 - (8) interpersonal relationship
- b. disciplines pupils
- c. stays near disruptive child
- d. isolates unruly pupil
- e. gives individual attention for brief periods of time
- f. other (list)

6. Helps pupils with individual needs

- a. aids pupils with minor injuries or illnesses
- b. arranges conferences with pupils
- c. plans special activities

B. Indirect Services in Behalf of Pupils**1. Performs housekeeping tasks**

- a. helps plan and arrange classroom
- b. helps plan and arrange bulletin board
- c. decorates for special events
- d. arranges children's work for display
- e. cleans chalkboard
- f. other (list)

2. Makes preparation for instruction

- a. makes instructional aids
- b. puts work on board
- c. makes lesson plans
- d. collects and hands out material
- e. prepares charts and graphs
- f. requisitions materials and supplies
- g. arranges special trips
- h. plans classroom organization
- i. assembles materials for science experiment
- j. other (list)

3. Uses audiovisual aids and cares for equipment

- a. sets up and operates audiovisual aids
- b. other (list)

4. Keeps records

- a. records grades on report card
- b. records grades on permanent records
- c. keeps individual progress reports
- d. assists with book inventory
- e. keeps up-to-date record of addresses and telephone numbers of pupils
- f. other (list)

5. Performs clerical activities

- a. makes lists
- b. orders school supplies, equipment, books
- c. prepares school reports
- d. duplicates work
- e. prepares reports to parents
- f. types reports, tests
- g. collects information on pupils
- h. other (list)

6. Communicates with other school personnel

- a. attends faculty meetings
- b. confers with special services personnel
- c. plans conferences with other personnel
- d. delivers messages
- e. refers pupils to school services
- f. other (list)

7. Makes home and community contacts

- a. makes home visits
- b. invites parents to attend special school functions
- c. participates in P T A
- d. notifies parents of child's illness or accident
- e. refers pupils to community services
- f. other (list)

8. Score tests and work of pupils

- a. corrects test with key
- b. checks workbooks
- c. checks pupils' written work
- d. other (list)

7

16.21

9. Other (list)

--	--	--	--	--	--	--	--	--	--

10. Comments (optional)

Please return your completed copy to the Research Office no later than
May 1, 1970.

16.22

WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICES DIVISION

1969-70

LAKE AFTON - FRIENDLY GABLES DATA FORM 1

Name _____

Sex: M F (circle) Date of entry _____

Previous school _____

	Grade	Speed		Grade	Speed	
Grade and speed in business course at time of enrollment in institution	_____	_____	Typing I	_____	_____	Grade and speed in business course at time of withdrawal or transfer from institution
	_____	_____	Typing II	_____	_____	
	_____	_____	Business Survey	_____	_____	
	_____	_____	Bookkeeping	_____	_____	
	_____	_____	Business Math	_____	_____	

Date of withdrawal or transfer _____

School transferred to _____

Remarks: (optional)

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

ESEA TITLE I EVALUATION REPORT
PROGRAMS FOR EDUCATIONALLY
DEPRIVED CHILDREN
(SUMMER)

June, 1970 - August, 1970

Project Number 70113

Submitted to the
Kansas State Department of Public Instruction
ESEA Title I

Prepared by
W.E. Turner, Research Specialist, Title I
Miss Phyllis Curtis, Summer Evaluation Assistant
Gerald Riley, Summer Evaluation Assistant
Research and Evaluation Division
Dr. Ralph E. Walker, Director

September, 1970

SUMMER SCHOOL PROGRAMS

PART II

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ABSTRACT OF ESEA TITLE I SUMMER EVALUATION REPORT, 1970

Summer Title I programs provided supplementary enrichment or remedial activities for approximately 2,300 pupils as well as a series of staff training workshops for teaching personnel. About one-fourth of the summer Title I budget was allocated for staff training.

A highly successful six week Early Start program for four year old children gave 109 children who will be in Head Start in the fall an opportunity to gain an "early start" on Head Start. In addition to the educational objectives reached by the children in the program, the Head Start staff was able to accomplish a myriad of administrative details before the fall program began, thus allowing more time to spend on the main purpose of Head Start.

For children not able to get into Head Start, there were Pre Kindergarten summer classes. For those children who still needed more time to develop communicative skills and improve concepts there was the Post Kindergarten program following kindergarten. Basic Primary was designed for first and second graders who were not quite ready for the next grade. Language development was the central focus of this program. In the area of language and reading improvement, corrective reading was provided for the third through sixth graders who were in need of that kind of strengthening. Correlated Mathematics-Science was used to reinforce the mathematical and scientific concepts of third and fourth grade pupils. Second graders were given an opportunity to expand their knowledge of nature and the environment through Outdoor Education. A small, new program received considerable notice in the press. This was Operation Green Thumb, a gardening project for a small group of fourth, fifth, and sixth graders. Instructional and service activities were conducted in the homes for neglected and delinquent children on the same basis as the academic year. Two activities helped to upgrade the target area community. These were the Home Repair and Improvement program for junior high school boys and Home Decoration for junior high school girls. For target area pupils who wished to enroll in regular summer school academic courses, opportunity grants (free tuition) were available.

17.00

ACTIVITY EVALUATION

1. LEA District No. 259 Activity Early Start
2. Length of Activity Six weeks
- Beginning Date June 22, 1970 Ending Date July 31, 1970
- Hours per Week:
- Regular Session _____ Summer Session 24
3. Estimated Cost of this Activity \$28,224
4. Number of Public and Private School Students Participating in this Activity by Grade Level for each Session.

GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION		GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION	
	Public	Non-Public	Public	Non-Public		Public	Non-Public	Public	Non-Public
Pre-K			119		7				
K					8				
1					9				
2					10				
3					11				
4					12				
5					Ungraded				
6					TOTAL			119	

5. Number of Staff involved in this Activity:
- Full Time 27 Half Time _____
6. Location of Activity:
- In Public School x
- In Non-public School _____

EARLY START PROGRAM

The Early Start Summer Program focused on four-year-old children from socially and economically disadvantaged families to provide instructional, psychological, nutritional, and medical services to meet the needs of these young children. Parent participation was considered a most significant component of the Early Start Program.

The Early Start Summer Program was designed to provide 119 four-year-old children in the low-income target area with the following:

- (1) 97½ hours (six weeks, 16½ hours per week, three hours and 15 minutes per day, 9:00 a.m. to 12:15 p.m.) of the best possible educational, social, and emotional experiences in the classroom;
- (2) field trips;
- (3) services in nutrition;
- (4) medical care;
- (5) dental care;
- (6) psychological screening;
- (7) speech and hearing screening; and
- (8) extensive home counseling and other family services for parents.

Enrollments for the summer program resulted from: (1) home visits from Head Start staff members, (2) personal contact with present Head Start parents, and (3) referrals from welfare workers, school principals, health department workers, clergymen, physicians, friends, and self-referrals by parents. The selection criteria included the Office of Economic Opportunity poverty guidelines. Eligible children were selected on the basis of proportionate representation both racially and geographically of the low-income families in the community of Unified District No. 259. Thus, the children that participated in the Early Start Summer Program were selected by an Enrollment Committee of four: (1) the Early Start Director, (2) the

17.02

Social Service Director, and (3-4) two parents of Early Start children. The committee tried to maintain the current ratio of 55 % black, 40 % white, and 5% other minority. The racial mix in each of the six classrooms was maintained as closely as was reasonably possible. Thus, (1) financial guidelines, (2) number of children in the family, (3) physical disabilities, (4) emotional dysfunctions, (5) racial balance, (6) geographical balance, plus many other variables were considered by the committee of four at selection time. For the summer, 1970, 108 children were screened to participate in the Early Start program by June, 1970. The Early Start Director stated there were over 500 eligible to attend.

By decision of the Parent Advisory Committee, if selection had to be made among children with apparently equivalent needs, consideration was given to the family who had not previously had a child in a Head Start program in order to share the benefits of the program with a larger population of the Greater Wichita Community.

Enrollment for Early Start was a continuing and consistent program starting with the Winter Head Start family contacts and social workers. The lists included the following: (1) the child's name, (2) address, (3) birth date, (4) telephone number, (5) parents' names, and (6) elementary school attending in the fall. An enrollment form is included in the Appendix.

The general goals of the Head Start program were:

1. To enrich and expand the social and cultural experiences of children and parents.
2. To improve the physical and mental health of children.
3. To provide instruction aimed at the development of language, cognitive, social and physical skills.
4. To provide an introduction to school life and group living with emphasis on the development of self-worth, self-confidence, responsibility to others, and creative expression.

The community goals in Head Start were:

1. Involve families in education of their children.
2. Utilize skills of non-professional workers.
3. Identify and serve needs for medical and dental services.
4. Foster community support and participation.
5. Utilize community resources.
6. Build positive attitudes towards school and other community institutions.

Educational goals in Head Start were:

1. To provide a learning environment which meets the child's physical, social and emotional needs.
2. To utilize sensory experiences to bring meaning to cognitive learning.
3. To provide a wide variety of instructional materials to meet individual needs and styles of learning, and to allow the child to learn at his own pace.
4. To emphasize discovery and exploration as ways of learning.
5. To develop skills in understanding of color, shape, size, contrast, order, labeling, association, etc.
6. To involve the child physically and actively in the learning process.
7. To help each child become an effective and efficient learner.

OBJECTIVES

From the goals of the full year Head Start Program, program objectives were developed for the evaluation of the six week Early Start Summer Program, 1970. They were: (1) social service objectives, objectives 1 and 2; (2) health objectives, objectives 3 and 4; (3) nutritional objectives, objective 5; and (4) educational objectives, 6 through 11 inclusive. The "Wichita Early Start Inventory" will hereinafter be referred to as the WESI.

1. The child meeting the requirements as determined by the Office of Economic Opportunity poverty guidelines for participation in Head Start will be identified and enrolled as a participant of Early Start as shown by enrollment lists compiled by the Early Start staff.
2. The staff participating in the Early Start Summer Program will provide: (a) an orientation and education of parents to Head Start, including the Bill of Rights of Parents, and Responsibility as a Head Start Parent, (b) schedules for pupil transportation to school and field trips, and (c) other services where needed in order to remove any hindrances that restrict participation in the Early Start Summer Program.
3. The child enrolled in Early Start who is in need will be provided: (a) medical services, (b) dental services, and (c) immunization services as shown by the Early Start nurse's records.

4. The child enrolled in Early Start will be provided psychological services, if in need, as determined by the staff Consulting Psychologist.
5. The child enrolled in Early Start will be provided both a breakfast and a hot lunch each school day as shown by records maintained by the Early Start Director.
6. The child enrolled in Early Start will be provided an introduction to school life and group living along with exposure to varied cultural and social experiences and will demonstrate improvement in language and communication skills as measured by his responses to the WESI items 1 through 14 inclusive, Part II items 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 22, 23, 24, and 25.
7. The child enrolled in Early Start will demonstrate improvement in knowledge of common classroom objects as measured by his responses to WESI item 6.
8. The child enrolled in Early Start will develop the ability to comprehend likenesses and differences as measured by his responses to WESI items 7 and 8.
9. The child enrolled in Early Start will demonstrate improvement in knowledge of the basic concepts of color, size, and position as measured by his responses to WESI items 7, 8, 9, 10, 11, 13, and 14.
10. The child enrolled in Early Start will develop positive responses toward self as indicated by teacher responses on the

17.06

WESI, Part II items 1, 7, 8, 9, 10, 14, 16, 19, 20, and 21.

11. The child enrolled in Early Start will develop positive responses toward classroom behavior as indicated by teacher responses on the WESI, Part II, items 4, 5, 6, 7, 8, 9, 10, 14, 19, 20, and 21.

The Early Start Summer Program, 1970, was supplemented by the Elementary-Secondary Education Act, Title I, P. L. 89-10 to provide the following: (1) personnel, (2) supplies, (3) pupil transportation to school, (4) pupil transportation for field trips, (5) health services, vaccines, etc., (6) direct medical services, (7) direct dental services, (8) psychological services, (9) food for breakfasts, (10) food for hot lunches, and (11) staff travel.

PROCEDURE

Six classrooms with 17 to 19 children each were organized at the well-equipped Kechi Child Development Center. Each room was staffed by a professionally trained teacher, a classroom aide (usually a mother from a low income family), a N.Y.C. worker, and one or more volunteers.

In an attempt to measure language competency and, then, to determine any improvement in language competency in the very short period of six weeks, a local inventory, the "Wichita Early Start Inventory," was devised and administered to a stratified random sampling of 30 Early Start children, five children per class per teacher, the first week of the summer session and, again, the last week of the summer session. The format was a controlled interview situation with a four year old

child enrolled in the Early Start Summer Program. It was suggested that the interviews, Pre and Post, be conducted by the same person. Cards were provided for items 7, 8, 9, 11, 13, and 14 for the "Wichita Early Start Inventory".

An orientation day for the staff, N.Y.C. workers, and volunteers was held prior to the beginning of the summer session.

EVALUATION STRATEGY

The primary factors considered in this evaluation were the stated objectives in the program. The sources of evaluative data used during the project were: (1) interviews with the Early Start staff, (2) enrollment and attendance records, (3) the "Wichita Early Start Inventory," WESI, and (4) approximately eight hours of observation of the program in action spaced intermittently throughout the six week period. A copy of the WESI evaluation instrument is included in the Appendix.

PRESENTATION OF DATA

Table 17.01 shows the enrollment statistics of Early Start as of July 14, 1970. Originally, there were 108 Early Start children enrolled plus four Head Start children from the 1969-70 program held over for the summer school to augment their social and cognitive development for the coming school year.

Of the original 108 Early Start children enrolled, there were fifty boys, 46.3 %, and fifty-eight girls, 53.7 %. Enrollment by race included: (1) 41.7 % Caucasian, (2) 0 % Oriental, (3) 49.1 % Negro, (4) 8.3 % Mexican-American, and (5) 0.9 % American-Indian.

17.08

In the following tables, the racial designation was defined as:

- 1 - Caucasian, 2 - Oriental, 3 - Negro, 4 - Spanish American, and
5 - American Indian.

TABLE 17.01

CLASSROOM DISTRIBUTION OF EARLY START ENROLLMENT AS OF JULY 14, 1970

Classroom	Male	Female	Race					Held Over
			1	2	3	4	5	
Room 1	9	9	8		9	1		1
Room 2	8	10	8		9	1		
Room 3	7	10	8		8	1		2
Room 4	8	11	8		9	2		
Room 5	10	8	6		9	2	1	
Room 6	8	10	7		9	2		1
Total	50	58	45		53	9	1	4

Final enrollment figures, as shown in Table 17.02, show a total of 119 children enrolled in the Early Start Program. Enrollment at the Kechi Center was an ongoing process.

Ninety-five percent (95 %) of the children enrolled came from low income families; five percent (5 %) of the children enrolled came from families above the Office of Economic Opportunity (OEO) poverty guidelines.

Maximum annual gross income allowable to classify a family as low income persons was \$2,000 for the first two persons and \$500 to \$700 for each additional person.

TABLE 17.02

RACIAL AND ECONOMIC COMPOSITION OF
EARLY START SUMMER ENROLLMENT AT KECHI CENTER, 1970

Race	Number Under OEO Income Level				Number Over OEO Income Level				Total by Sex				Total by Race	
	Male		Female		Male		Female		Male		Female		#	%
	#	%	#	%	#	%	#	%	#	%	#	%		
Caucasian	24	47	26	51	1	2	0	0	25	49	26	51	51	43
Oriental	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Negro	19	35	33	61	1	2	1	2	20	37	34	63	54	45
Spanish American	5	42	5	42	2	16	0	0	7	58	5	42	12	10
American Indian	0	0	1	50	1	50	0	0	1	50	1	50	2	2
Total	48	40	65	55	5	4	1	1	53	44	66	56	119	100

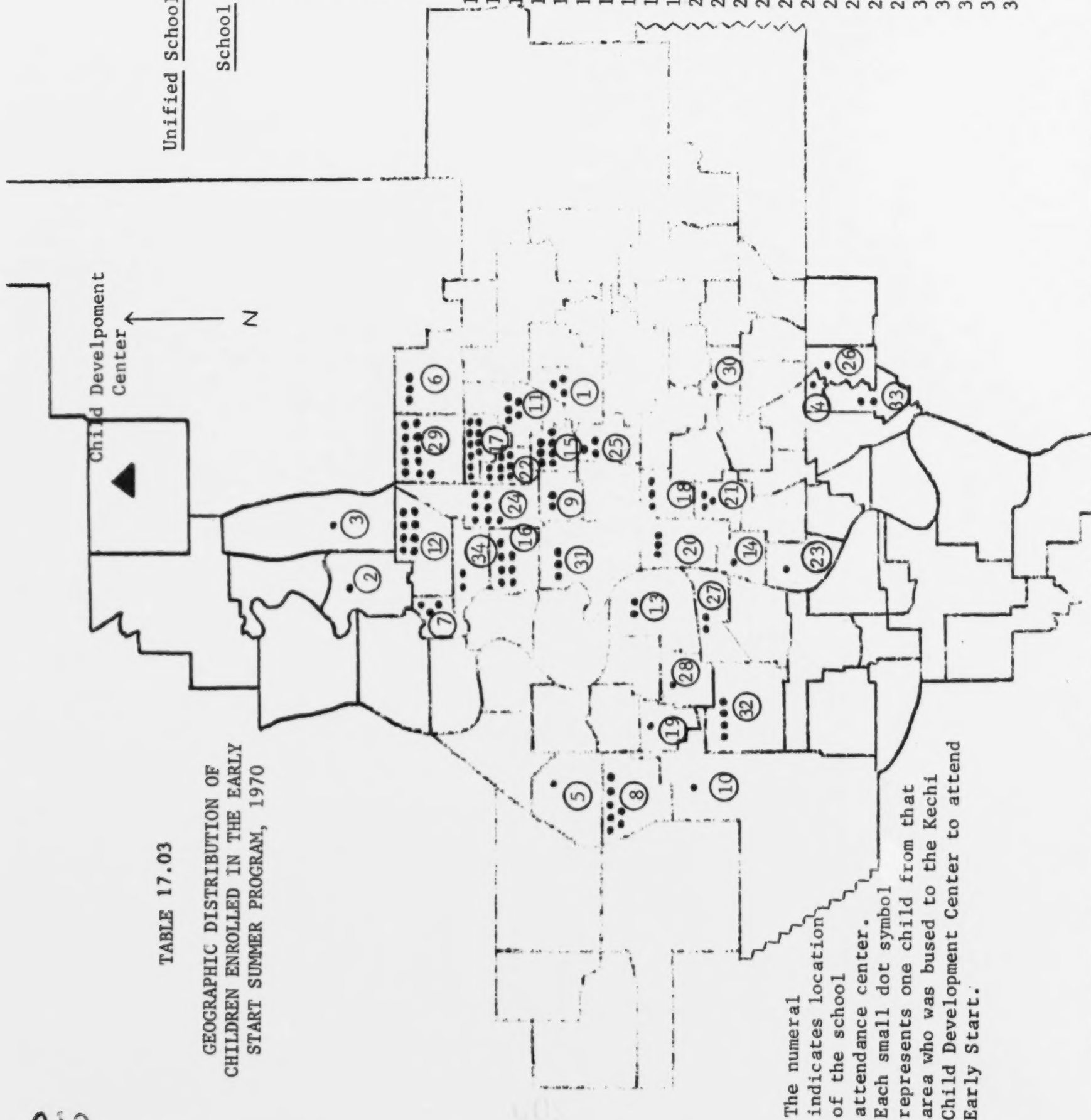
Unified School District No. 259

School Attendance Center

1. Alcott
2. Arkansas Avenue
3. Bridgeport
4. Brookside
5. Bryant
6. Buckner
7. Cloud
8. Dodge
9. Dunbar
10. Eureka
11. Fairmount
12. Finn
13. Franklin
14. Harry Street
15. Ingalls
16. Irving
17. Isely
18. Kellogg
19. Lawrence
20. Lincoln
21. Linwood
22. Little
23. Longfellow
24. L'Ouverture
25. Lowell
26. MacArthur
27. McCormick
28. Meridian
29. Mueller
30. Munger
31. Park
32. Payne
33. Rogers
34. Waco

TABLE 17.03

GEOGRAPHIC DISTRIBUTION OF
CHILDREN ENROLLED IN THE EARLY
START SUMMER PROGRAM, 1970



Income level, sex, and racial composition were listed in Table 17.02. Total enrollment by race included: (1) 43 % Caucasian, (2) 0 % Oriental, (3) 45 % Negro, (4) 10 % Mexican American, and (5) 2 % American Indian.

Table 17.03 shows the geographic area distribution of where the children were picked up by the bus to commute to Kechi Child Development Center.

Table 17.04 lists the schools and number of children from each school attendance area. Thirty-five elementary school attendance areas had pre-school children enrolled in Early Start.

TABLE 17.04

SCHOOL ATTENDANCE CENTER, BUS ROUTES, AND NUMBER OF CHILDREN FROM EACH CENTER THAT ATTENDED THE EARLY START SUMMER PROGRAM, 1970

ROUTE 1	# of Children	ROUTE 2	# of Children	ROUTE 3	# of Children
Bryant	1	Alcott	3	Arkansas Avenue	1
Dodge	7	Brookside	1	Bridgeport	1
Eureka	1	Buckner	3	Cloud	3
Franklin	2	Fairmount	5	Dunbar	2
Harry Street	1	Ingalls	7	Finn	8
Lawrence	1	Isely	10	Irving	7
Lincoln	3	MacArthur	1	Kellogg	3
Longfellow	1	Mueller	11	Linwood	3
McCormick	2	Munger	1	Little	8
Meridian	1	Rogers	2	L'Ouverture	7
Payne	4			Lowell	3
				Park	3
				Waco	2

TABLE 17.05

PARTICIPATION DATA FOR THE EARLY START SUMMER PROGRAM, 1970

Number of classes = 6		Number of days in Summer Session = 29		
Class	Total Days Attended	X Number of Pupils	Median Number of Pupils	Range
A	425	14.66	15	12-17
B	421	14.52	15	11-18
C	398	13.72	13	10-17
D	390	13.45	14	10-18
E	382	13.17	13	9-18
F	427	14.72	15	12-18
Total	2,443	84.24		

Attendance data for the Early Start program was shown above in Table 17.05. Based on a membership of 112 children, the average percent of daily attendance was seventy. This seems to be about equal to the rates of attendance in other summer early elementary or pre-school programs.

An inventory (WESI) which was locally developed was given to a stratified, random group of children during the first week and again during the last week. Pre-post results are shown in Table 17.06. The children enrolled in Early Start had a mean gain of 8.5 points on the Pre-Posttests of the Wichita Early Start Inventory. Detailed item responses are shown in Table 17.07. The most cognitive gain was in the discrimination of likenesses and differences of shapes and colors. On the pretest only two children correctly identified "wastebasket,"

TABLE 17.06

PRE-POSTTEST SCORES ON THE WICHITA EARLY START INVENTORY
ADMINISTERED TO A STRATIFIED RANDOM SAMPLING OF CHILDREN
ENROLLED IN THE EARLY START SUMMER PROGRAM, 1970, IN
JUNE 1970, AND TO THE SAME CHILDREN IN JULY, 1970.*

Number of pupils = 26			Number of possible points = 63		
Subject	Part I Pre-test Scores	Percent of correct Responses	Part I Posttest Score	Percent of correct Responses	Percent of Gain
A	36	57%	48	76	33
B	33	52	40	63	21
C	20	31	32	51	60
D	22	35	27	43	23
E	17	27	30	48	76
F	25	40	29	46	16
G	33	52	39	62	18
H	31	49	54	86	74
I	26	41	33	52	27
J	24	38	26	41	8
K	36	57	46	73	28
L	21	33	26	41	24
M	0		0		0
N	51	81	57	90	12
O	26	41	29	46	12
P	20	32	25	40	25
Q	25	40	38	60	52
R	48	76	56	89	17
S	51	81	60	95	18
T	32	51	38	60	19
U	28	44	39	62	39
V	22	35	25	40	14
W	16	25	23	37	44
X	29	46	39	62	34
Y	22	35	43	68	95
Z	42	67	55	87	31
TOTAL	736		957		
	Pre $\bar{X}$ 28.31		Post $\bar{X}$ 36.81		

*In June, 1970, five children from each of the six Early Start classrooms were tested. Twenty-six of these 30 children were present for the July 1970 Posttest.

TABLE 17.07

FREQUENCY OF RESPONSES ON THE WICHITA EARLY START INVENTORY
 ADMINISTERED TO A STRATIFIED RANDOM SAMPLING OF CHILDREN
 ENROLLED IN THE EARLY START SUMMER PROGRAM, 1970, IN
 JUNE 1970, AND TO THE SAME CHILDREN IN JULY 1970 *

Number of children = 26				Time interval = six weeks			
		<u>Correct</u> <u>Response</u>		<u>Don't</u> <u>Know</u>		<u>No</u> <u>Response</u>	
		<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
PART I							
1. <u>What is your name?</u>	Q1	20	24	5	2	1	0
(The desired response would be his first [or name he goes by] and last name.)							
If he gives only his first name, ask " <u>What is your last name?</u> "	Q2	10	9	17	8	1	0
If he gives a nickname, ask " <u>What is your other name?</u> "	Q3	1	0	10	0	2	0
<u>What is your mother's name?</u>	Q4						
Record response _____							
<u>What is your father's name?</u>	Q5						
Record response _____							
2. <u>Where do you live?</u>	Q1	1	6	24	20	1	0
(The desired response would be the street address.)							
If he says "In a house," ask " <u>Where is the house?</u> "	Q2	2	4	22	6	2	0
If he gives only the street name, ask " <u>What is the house number?</u> "	Q3	2	1	22	20	2	0

*In June 1970, five children from each of the six Early Start classrooms were tested. Twenty-six of these 30 children were present for the July 1970 Posttest.

TABLE 17.07 (cont'd)

			Correct Response		Don't Know		No Response	
			Pre	Post	Pre	Post	Pre	Post
3.	<u>How old are you?</u>	Q1	15	17	10	9	1	0
	(The desired response is his age in years.)							
	If he holds up fingers, ask " <u>How many is that?</u> "	Q2	10	3	6	4	3	0
4.	<u>How many brothers do you have?</u>	Q1	12	10	13	16	1	0
	Record response _____							
	<u>How many sisters do you have?</u>	Q2	12	10	13	16	1	0
	Record response _____							
5.	<u>Are you a boy or a girl?</u>	Q1	24	25	2	1	0	0
6.	Show or point to some common objects which are found in the classroom. Ask " <u>What is this?</u> "							
	(If incorrect, write the name he said in the blank.)							
	_____ pencil	Q1	25	25	1	1	0	0
	_____ crayon	Q2	23	23	3	3	0	0
	_____ book	Q3	25	25	1	1	0	0
	_____ piece of paper	Q4	24	25	2	1	0	0
	_____ chair	Q5	25	25	1	1	0	0
	_____ table	Q6	25	24	1	2	0	0
	_____ scissors	Q7	23	23	3	3	0	0
	_____ door	Q8	25	25	1	1	0	0
	_____ wastebasket	Q9	2	11	5	3	1	0
	_____ chalk	Q10	6	10	14	16	6	0
	_____ clock	Q11	21	22	5	4	0	0

TABLE 17.07 (cont'd)

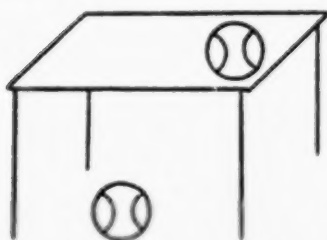
				Correct Response		Don't Know		No Response		
				Pre	Post	Pre	Post	Pre	Post	
7. Show <u>S</u> a series of cards with different shapes on them. Ask " <u>Which ones are alike?</u> " " <u>Point to the ones that are alike.</u> "										
Card 1				Q1	9	15	16	11	1	0
Card 2				Q2	5	13	20	13	1	0
Card 3				Q3	5	15	20	11	1	0
Card 4				Q4	8	15	17	9	1	0
Card 5				Q5	4	14	21	12	1	0
Card 6				Q6	5	15	20	11	1	0
Card 7				Q7	5	6	20	20	1	0
Card 8				Q8	4	12	21	14	1	0
Card 9				Q9	2	13	23	13	1	0
Card 10				Q10	4	13	21	13	1	0
8. Show <u>S</u> the same series of cards above. Ask " <u>Which one is not like the others?</u> " " <u>Point to the one that is not like the others.</u> "										
Card 1				Q1	7	15	18	11	1	0
Card 2				Q2	9	12	16	14	1	0
Card 3				Q3	8	15	17	11	1	0
Card 4				Q4	8	14	17	12	1	0
Card 5				Q5	5	15	20	11	1	0
Card 6				Q6	5	9	20	17	1	0
Card 7				Q7	6	9	19	17	1	0
Card 8				Q8	5	12	20	14	1	0
Card 9				Q9	10	12	15	14	1	0
Card 10				Q10	4	12	21	14	1	0

TABLE 17.07 (cont'd)

		Correct Response		Don't Know		No Response	
		Pre	Post	Pre	Post	Pre	Post
9.	Show S a card with colors on it. Point to color and ask <u>"What is the name of this color?"</u>						
(a)	red	Q1	7 12	16 14	3 0		
(b)	yellow	Q2	4 7	19 19	3 0		
(c)	blue	Q3	6 6	18 18	2 0		
(d)	green	Q4	7 11	18 15	1 0		
(e)	black	Q5	10 14	15 12	1 0		
(f)	brown	Q6	6 10	17 16	3 0		
(g)	orange	Q7	6 11	19 15	1 0		
(h)	purple	Q8	4 8	21 8	1 0		
10.	Show S a penny and a dime. Ask <u>"Which one will buy more candy?"</u>	Q1	13 18	12 7	1 1		
	<u>"What is the name of this coin?"</u>	Q2	8 9	16 17	2 0		
11.	Show S the card. 						
	Ask <u>"Which one is big? Point to the one that is biggest."</u>	Q1	25 25	1 1	0 0		
	<u>"Which one is little? Point to the one that is littlest."</u>	Q2	23 24	3 2	0 0		
12.	Hold up your hand with varying numbers of fingers outstretched. Ask S <u>"How many fingers do I have up?"</u>						
(a)	one finger	Q1	19 20	7 6	0 0		
(b)	three fingers	Q2	8 13	17 13	1 0		
(c)	two fingers	Q3	15 16	11 10	0 0		
(d)	four fingers	Q4	8 12	18 14	0 0		

TABLE 17.07 (cont'd)

TABLE 17.10 (Cont'd)								
		<u>Correct</u> <u>Response</u>		<u>Don't</u> <u>Know</u>		<u>No</u> <u>Response</u>		
		<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>	
13.	Show S a card with a drawing of a table and balls. Ask " <u>Which ball is on the table?</u> <u>Point to it.</u> "	Q1	24	24	2	2	0	0
	" <u>Which ball is under the table?</u> <u>Point to it.</u> "	Q2	25	25	1	1	0	0



14. Show S a card with a drawing of a box and balls. Ask "Which ball is in the box? Point to it."
- "Which ball is out of the box? Point to it."

Q1	25	25	1	1
Q2	23	24	3	2

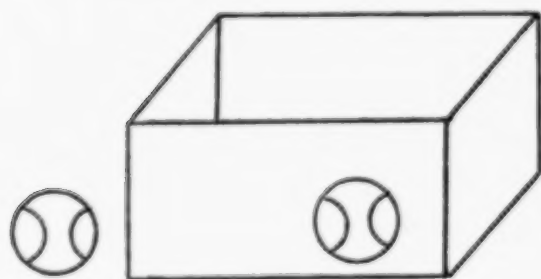


TABLE 17.07 (cont'd)

	<u>Yes</u>		<u>No</u>		<u>Not Observed</u>	
	Pre	Post	Pre	Post	Pre	Post
PART II						
1. Child is toilet trained.	25	24	1	2	0	0
2. Child knows where the rest room is.	25	26	1	0	0	0
3. Child demonstrates proper use of eating utensils.						
(a) fork	20	26	2	0	4	0
(b) spoon	20	26	2	0	4	4
(c) knife					26	26
4. Child pays attention when directly spoken to.	19	22	6	4	1	0
5. Child pays attention when the group he is in is spoken to.	21	20	4	6	1	0
6. Child knows and <u>uses</u> names of the adults in the classroom.	4	11	20	15	2	0
7. Child speaks freely to peers and adults in the school setting.	12	16	14	10	0	0
8. Child narrates own experiences spontaneously to the teacher or group.	10	14	14	12	2	0
9. Child listens to stories read or told by teacher or aide with interest.	19	23	4	3	5	0
10. Child listens and responds to music.	17	24	6	2	3	0
11. Child remembers and can sing simple songs.	2	21	8	4	16	1
12. Child can identify simple songs when just the melody is played.	0	8	7	13	19	5
13. Child can say many rhymes and poems by memory.	1	7	6	17	19	2
14. Child participates in dramatic play spontaneously.	7		9		10	
15. Child speaks in sentences rather than fragments.	8		13		5	

TABLE 17.07 (cont'd)

	<u>Yes</u>		<u>No</u>		<u>Not Observed</u>	
	Pre	Post	Pre	Post	Pre	Post
16. Child relates ideas in sequence.	2		10		14	
17. Child pronounces most common words properly.						
(a) that	13	18	5	4	8	4
(b) little	15	20	3	3	8	3
(c) they	14	19	4	3	8	4
(d) there	14	19	4	3	8	4
(e) this	14	19	4	3	8	4
(f) those	14	19	4	3	8	4
(g) does	13	19	5	3	8	4
(h) stove	12	18	6	4	8	4
(i) star	13	18	5	4	8	4
(j) few	14	18	4	4	8	4
18. Child identifies common sounds.						
(a) clapping	6	18	4	2	16	6
(b) bell	6	18	2	2	18	6
(c) horn of car	3	14	0	4	23	8
(d) ticking of a clock	3	14	0	4	23	8
(e) peoples' voices	3	17	0	3	23	6
(f) bark of dog	3	16	-	4	23	6
(g) meow of cat	3	16	0	4	23	6
19. Child likes to draw and paint.	21	26	1	0	4	0
20. Child likes to sing and dance.	10	20	7	6	9	0
21. During free play child will most often:						
(a) play with a group						
(b) play by himself						
(c) not play						
22. Child has developed certain concepts						
(a) up - down	12	21	8	5	6	0
(b) in - out	16	21	5	5	5	0
(c) on - under	16	20	4	6	6	0
(d) big - little	13	19	7	7	6	0
(e) same - different	1	6	17	20	8	0
(f) biggest - littlest	13	20	7	6	6	0
(g) alike - not alike	3	6	16	20	7	0
23. Child uses descriptive adjectives.	2	7	14	8	10	1
24. Child knows the numbers 1 to 5.	4	12	17	14	1	0
25. Child recognizes and names objects in the classroom.	19	22	4	3	3	1

item 6, ninth word. The other twenty-four children called it a "trash can". Only six children on the pretest could identify "chalk".

The teachers indicated on Part II of the Inventory that all the children improved in social attitude and group interaction.

Several teachers suggested that some items needed to be improved such as items 23 and 25 in Part II: recognizes how many objects (23) or uses and knows many descriptive adjectives (25).

THE STAFF

A wide range of personnel which was incorporated in the summer Early Start staff consisted of the following: (1) the Early Start Director, (2) the secretary, (3) the Parent Coordinator, (4) the Social Service Director, (5) a nurse, (6) a Center aide, (7) three family workers, (8) a home economist, (9) a speech therapist, (10) six classroom teachers, (11) six classroom aides, (12) a cook, (13) a cook's aide, (14) a custodian, (15) eight N.Y.C. workers, (16) five student teachers from Wichita State University, (17) thirty-five volunteers, (18) a consulting psychologist, (19) an intern psychologist, and (20) a consulting pediatrician.

In total, there were: (1) ten certified positions, (2) sixteen classified positions, (3) eight N.Y.C. workers, (4) five student teachers from Wichita State University, (5) one intern psychologist, (6) thirty-five volunteer workers who assisted the Early Start Program, and the contracted services of a consulting psychologist and a consulting pediatrician, as shown in Table 17.08. Many doctors and dentists, not listed, contributed to the success of the program, too.

TABLE 17.08

EARLY START SUMMER PROGRAM PERSONNEL, 1970

Certified Personnel		Classified Personnel		Other	
Director	1	Secretary	1	Wichita State University Students	5
Classroom Teachers	6	Parent Coordinator	1	N.Y.C. Workers	8
Nurse	1	Social Service Director	1	Volunteers	35
Home Economist	1	Aides: Teacher	6	Contract Services: Consulting Psychologist	1
Speech Therapist	1	Center	1		
		Cook	1		
		Social Worker	3		
		Cook	1	Consulting Pediatrician	1
		Custodian	1		
Total	10		16		50

Early Start Director

The Early Start Director administered the following activities:

- (1) Assigned six classroom teachers to specified classrooms.
- (2) Administered the Early Start Summer Program as defined in the official grant and modified by contract with the Wichita Area Community Action Program, Inc. of the full year Head Start Program.
- (3) Initiated reports and provided information as requested by the Delegate Agency Contract Officer and WACAPI.

- (4) Kept a daily record of attendance and enrollment by race.
- (5) Submitted a weekly enrollment report by O.E.O. standards.
- (6) A weekly report was kept for home school by race and poverty guidelines.
- (7) Assumed responsibility for relating Early Start needs, problems and goals to appropriate community agencies.
- (8) Worked actively to secure parent participation in areas of planning, developing, implementing and evaluating the program to ensure that the program meet their children's needs and those of their families.
- (9) In cooperation with a committee including the Social Service Director and parents, screened eligible applicants for enrollment.
- (10) Planned in cooperation with personnel employed in the program, appropriate inservice training activities.
- (11) In cooperation with the Personnel Department and a parent personnel committee, assisted in decisions regarding employment of personnel for the program.
- (12) Was responsible for the securing and maintainance of equipment and supplies needed in the program.
- (13) Was a participant in the negotiations for next year's Head Start Program.

In addition, the following records were maintained during the summer program:

- (1) A cumulative folder was made for each child enrolled in the Early Start Program and maintained by the social work staff at Kechi Center. The following information and records were filed in the folder:
 - (a) behavior inventories,
 - (b) test results,
 - (c) speech clinician's reports, and
 - (d) any other pertinent anecdotal information.
- (2) Daily attendance records were kept on all students, teachers, teacher aides, N.Y.C. workers, and volunteer workers.
- (3) At the Kechi Child Development Center, records of all home visitations were displayed prominently during the summer program.
- (4) An identification number was assigned to each child for use in making medical referrals.
- (5) A master calendar was kept at Kechi Center which included all scheduled events. A copy of the calendar is included in the Appendix.
- (6) Other records were kept in regard to borrowed equipment, books, supplies, etc.

Home visitations by teachers, social worker aides, nurse, Social Service Director, and Parent Coordinator were compiled and accounted for by a bulletin board on which each child's name was listed by classroom. As soon as a home visit was made the date was recorded in the appropriate column following the child's name. The primary purpose of this system was to prevent duplication of visits too frequently by staff members; however, each family was visited at least twice during the summer session. A form for recording home visits is included in the Appendix. See Table 17.09 for frequency of visits by Early Start Staff.

TABLE 17.09
 FREQUENCY OF EARLY START PARENT VISITS
 SUMMER, 1970

Room	Teacher	Family Workers	Nurse	Parent Coordinator	Parents At Kechi Or Other Meetings
A	21	23	4	3	13
B	21	14	5	2	12
C	19	33	6	3	11
D	21	28	4	3	17
E	22	26	5	4	11
F	19	27	5	2	5
Total	123	151	29	17	69
$\bar{X}$ Per Room	20.50	25.17	4.83	2.83	11.50

There were a total of 320 parent contacts made with parents in face-to-face situations. Of this total, 69 were at places other than the parents' home, such as meetings or at the Child Development Center. Most of the contacts were made by the three family workers. The aides usually made home visits with the teachers.

The Coordinator Of Parent Activities

The Coordinator of Parent Activities stated that the program was designed for parents to be participating members and the staff endeavored to fully promote total parent involvement. (The Director stated that one third of their time was spent with the family and the community and, in particular, with the changing needs of the family and people in the community.) The role of the Coordinator of Parent Activities was that of coordinating the following activities:

- (1) to arrange for meeting places for parent meetings;
- (2) to secure resource people for meetings;
- (3) to provide transportation, if needed, for parents to and from parent meetings;
- (4) to help with problems on the Grievance Committee such as: problems about bussing, some rumor, or just anything that happened;
- (5) To supervise and to make schedules for (a) the eight N.Y.C. workers, (b) the thirty-five volunteer workers, and (c) the five student teachers from Wichita State University (the volunteer workers were scheduled to come either two days or three days a week; hence, every classroom had two or three volunteer workers every day);
- (6) to present the volunteer workers a certificate award at the end of the summer session;

- (7) to present certificates to parents for number of meeting attended;
- (8) to participate and guide parent meetings for the maximum benefit of all parents; and
- (9) to distribute clothing, if needed, to families in need.

A total of seven parent group meetings were held during the 1970 Early Start Summer Program. These meetings were organized by the Coordinator of Parent Activities. Meetings were developed around the interests of the parents. A questionnaire was designed to help determine the interests of the parents. The parents discussed the questionnaire and had the opportunity to indicate their preference or area of interest during the first meeting. The responses served as ideas as to the particular interest the parents expressed; furthermore, the responses indicate interest in (1) child behavior, (2) health problems, (3) information about venereal diseases, (4) types of poisonings, (5) cooking, (6) sewing, (7) ceramics, and (8) budgeting.

At the majority of the parent meetings the discussions following any activity were moderated by the Parent Coordinator. At the first meeting a film on child behavior was shown; then the parents divided into small groups of four or five persons (they tended to converse more in smaller groups, but not in larger groups, according to the

17.28

Parent Coordinator). The Consulting Psychologist and a Counselor attended the first meeting and circulated from group to group to listen, discuss, and try to answer some of the questions of concerned parents. Parents of each room were organized and elected their room officers.

At the second parent meeting a film on cooking was shown; at the third meeting a film on sewing was viewed. The fourth meeting was concerned with family budgeting.

Some activities of the various parent meetings were: (1) to furnish recipes that suggest a variety of ways to prepare food appetizingly, (2) to provide information on how to use commodities from the Commodity Distribution Center, (3) to discuss how to buy food and compare prices before buying an item, and (4) budget their money.

Sewing classes were organized in some homes, too. Two sewing machines were provided by the Universal Sewing Company; space was provided by the Lutheran Church and Kechi Child Development Center. It was emphasized to sew first what they needed. A generous supply of material was purchased from the J. C. Penney Company with money allocated for parent education. Spreads, pillows, clothing and other items were constructed. The sewn articles were

artistically displayed at Kechi Center at the end of the summer session in an art exhibit.

Child behavior discussion groups met, too. Baby-sitting services and transportation to the meetings were provided by the family worker, if needed.

In summary, the parent program included: (1) educational activities as requested by the parents, (2) opportunities for social outlets, (3) participation in employment of personnel (the final decision was from the Board of Education Personnel Office), (4) committee for selection of children, (5) representation of parents at Board of Education meetings, the CAP meetings, and at state and national functions of the full year Head Start Program. A copy of a communication sent by mail to parents for the first parent meeting is included in the Appendix.

There were a number of parent functions sponsored by the Child Development Center. These were:

<u>Date</u>	<u>Place</u>	<u>Type of Meeting</u>	<u>No. Present</u>
June 25	Kechi Center	Get Acquainted	52
June 30	Kechi Center	PAC	14 adults 6 children
July 10	Luthern Church 925 N. Waco	Bread Demonstration	22 adults 10 children
July 17	Community Center 17th & Pennsylvania	Luncheon - Salad	36 adults 12 children
July 21	East High School	Dinner (complete meal)	27 adults 12 children
July 22	Health Department	PAC	14 adults 5 children
July 30	Kechi Center	Closing - Luncheon	40 adults 27 children

17.30

School sponsored parent functions were attended by 205 adults and 61 children.

Home Economist

The home economist worked with the mothers of the Early Start children in order to benefit the whole family. It was a two-pronged program: (1) to schedule and chair panel-type discussion groups for parents which included the parent coordinator, family workers, and other personnel when possible, and (2) to present three specific food demonstrations: (a) "Breads," (b) "Luncheons," and (c) "One Complete Meal," which included three main dishes, three salads, desserts, and beverages.

The home economist stated they would be working with parents to understand good nutrition and to use food items they had on hand or the commodities available at the Commodity Distribution Center; they would be working mostly with low cost meals such as: (1) meat substitutes for meat dishes, (2) dried fruits in desserts, (3) flour they receive to make bread puddings, (4) frozen custards from dried and canned milk, (5) technique to use powdered eggs to make potato salad, (6) the use of instant potatoes in a potato roll for a meat dish, (7) quickly prepared foods, (8) beverages, and many other examples were cited. The main focus of the program was to estimate and provide ideas on how to prepare and serve meals attractively with variety instead of serving a food just one way by taking it out of a can.

The women attending these meetings were active participants in the process, helped to serve the items prepared, and sampled the food.

The participating parents were urged to use simple equipment they had in their homes.

Special diets were discussed and a book of mimeographed recipes was furnished to each parent and guest.

In addition, the home economist provided direction or suggestions on home decoration, alteration problems, budgeting, and other areas when the parents requested or expressed an interest in these areas. Discussion and questions were encouraged throughout the program.

Baby-sitting service and transportation were provided when necessary to enable parents to attend the meetings.

The first meeting was at Kechi Child Development Center, the second meeting was conducted at a local church, the third meeting was held at East High School, and a fourth general meeting was, again, at Kechi Center. The home economist and parent coordinator served a luncheon at the fourth meeting.

The statistical summary of these meetings is included on page 17.29.

The women who were present at these meetings seemed to enjoy and learn from the food demonstrations.

Classroom Teachers

The six classroom teachers had taught Head Start classes previously, and, indeed, were the most important ingredient of the Early Start Summer Program, 1970.

The daily program of each teacher was flexible, and usually involved some of the following learning experiences:

- (1) language development,
- (2) music activities,
- (3) creative expression,
- (4) dramatic play,
- (5) creative art activities,
- (6) indoor and outdoor play,
- (7) literature experiences,
- (8) cultural experiences,
- (9) health, also breakfast and lunch, and
- (10) free choice or free play time.

The materials seemed to be very adequate. Each of the six classrooms was air-conditioned.

In these classrooms there was a remarkably comfortable, relaxed atmosphere with exuberant, breathing, active four-year-old children everywhere -- yes, everywhere in the room participating in some activity from playing with play dough (a clay substance), mixing and preparing to bake a real cake, painting, assembling puzzles, driving play cars and tractors, to listening with rapt attention to the storyteller of the day -- the teacher or classroom aide. The children appeared to be enjoying school life enormously -- even the very quiet children were completely absorbed in the activity they pursued. It seemed that every child had a chance for a satisfying school life experience. The children appeared to be happy, secure, and self-confident to a great extent in the school environment; they shared materials, cooperated in

group activities, and, most of the time, followed directions and observed common courtesies. Verbal participation was abundant and clearly evident.

The teachers, classroom aides, N.Y.C. workers, and volunteers were encouraged to share any special talents or skills to help augment the Early Start program.

Staff meetings were held regularly to discuss plans, innovative ideas (the Early Start staff attended a Piaget Workshop in the afternoons one week), new books or materials, and to more fully promote general understandings of the differing backgrounds of the children attending Early Start. The Director of Kechi Child Development Center, of course, was charged with the responsibility of supervising and improving instruction within the framework of instructional policy. The staff meetings were recorded on the "Calendar of Events" included in the Appendix.

Three field trips in the community were provided: (1) swimming at the McConnell Air Base Officers Club Pool, (2) Cow Town, and (3) Joyland, where all the rides were free to the Early Start children. They were all accounted as successful.

Every home was visited at least once by the child's teacher. See Table 17.09 on page 17.25.

Director Of Social Services

The Director of Social Services coordinated the following services:

(1) transportation, (2) attendance, (3) in-service training for the family workers, (4) home visits, (5) staff meetings of the family worker staff, and (6) as a resource person, being cognizant of resources available in the community, state, and federal governments, to refer people that are in need of their services.

The Director of Social Services scheduled and coordinated transportation routes for Early Start with the Pupil **T**ransportation Supervisor for the various bus routes so no child would ride the bus longer than 30 to 40 minutes from the pick-up time to arrival at school. The children were returned to their base school in the afternoon via the same bus transportation. The children on buses were daily supervised by classroom aides who rode on the buses; also, N.Y.C. workers commuting on the buses to Kechi Child Development Center to classroom staff jobs supervised children riding on the scheduled buses.

Bruce W. Jones and Sons, Inc. were contracted for bus services for the following services:

- (1) to provide daily transportation of children from target areas to and from Kechi Child Development Center,
- (2) to provide transportation for three field trips for Early Start classes, and
- (3) to provide transportation for parents to informative meetings at the Kechi Child Development Center, if needed.

Table 17.03 on page 17.10 shows the geographical distribution of children and location of school attendance centers of the children enrolled in the Early Start summer program, 1970.

The Director of Social Services kept daily attendance records and continually took and recorded enrollment information for fall Head Start enrollees. If a child missed school, a phone call or visit was made to inquire why the child wasn't attending school.

Home visits by the Social Service Director were made, in particular, with families who were experiencing very difficult problems.

Staff meetings were conducted to share information about current administrative events -- "What's Happening in the Program," to present suggestions as to how to work with families on various problems, and to keep current on resources available in the community to refer families for needed services.

The Director of Social Services rendered services as a resource person wherever possible.

Family Workers

Three family workers (officially Social Worker Aides) for the summer worked with two classes each consisting of approximately 18 pupils per class. One family worker spoke fluent Spanish and was assigned to work with Spanish American families that conversed mainly in Spanish.

Throughout the six week period of the summer session, the family workers (1) visited in each home of the children enrolled in Early Start at least once in order to seek ways to help the family help themselves, (2) suggested needed community resources, (3) assisted with clothing needs or additional transportation needs, if needed, to help children attend

17.36

class consistently and regularly each and every day, (4) assisted with dental and medical arrangements and, in general, helped the family work through their problems or suggest where additional services could be obtained.

Parent education supplemented the classroom activities, too. Handout leaflets provided by the Agriculture Department dispensed information for the parents of some of the basic skills and habits children need to acquire to better succeed in school. Some of the leaflets distributed were: Helping Parents Teach Young Children, Fun With Circles, Learning Through Touch, Learning Different Shapes, Books for Children, and Teach Children to Listen. These were from the Federal Extension Service, U. S. Department of Agriculture, issued March, 1966.

Teachers, also, visited each home at least once during the summer in order to build closer ties between home and school and interpret the school program to the parents. Table 17.09 shows visits made by the Early Start staff during the summer of 1970.

In summary, Early Start attempted to give the enrolled children the antecedent preparations for school that the home and community usually provide or give to the middle class child.

The cognitive and social learning of the children was only the top of the iceberg in the program. Approximately one third of the staff time was spent with the family and community in order to help the family with nutrition, improved child rearing practice, better housing, employment, medicaid, basic sewing and the newest methods with the new

materials on the market, consumer education, budgeting, and direct medical and dental services, if needed. In all ways, parents were given information about how to obtain needed services in the community. The entire staff worked with people, but endeavored not to add to their dependency needs.

The Speech Clinician

The speech clinician provided the following services:

- (1) To screen children with speech handicaps,
- (2) To screen children with a hearing dysfunction,
- (3) To make recommendations to teachers and parents, and
- (4) To institute beginning therapy for selected children.

The case histories of all the children were examined to determine if a speech problem or disorder was indicated. The classrooms were visited and the speech clinician visited with each child to locate children with speech and language difficulties; then, the children were individually tested.

Most of the children in the Early Start Summer Program were given audiological tests to delineate any unnoticed dysfunction.

Parent conferences were held to enable the parents to more fully understand the speech therapy program and to communicate to them ways the parents could contribute to the speech therapy process to further assist their child's progress in school. Staff conferences with teachers provided further understanding of the speech therapy and how individual teachers could supplement the program in the classroom.

According to Gesell, "The ability to talk should be regarded as more important than the ability to walk."¹ Research seems to indicate that vital steps can be taken toward developing cognitive abilities prior to the kindergarten age. The age language emphasis is begun appears to have an important effect on later ability. If speech and language are not developed during this formative stage, the skills become increasingly difficult to master.

"Speech seems to be a sensitive index or response to the pressures which an individual feels."² Teachers will need to try to understand more than just the spoken words.

A statistical summary of the services of the speech clinician is shown in Table 17.10.

TABLE 17.10

STATISTICAL SUMMARY OF SERVICES OF THE SPEECH CLINICIAN
FOR THE EARLY START SUMMER PROGRAM, 1970

Number of Children = 119

Number of children screened	112
Number of children given articulation test	110
Number of children given audiological test	106
Number of children given in-depth speech testing	17
Number of conferences with parents	4
Number of group conferences	4
Number of children with severe speech or language disorders	25
Number of children with hearing disorders	3
Number of children given in-depth hearing testing	1

¹Gesell, Arnold and Amatruda, O.S. Developmental Diagnosis. New York: Harpers and Brothers, 1947, p. 357.

²Read, Katherine H. The Nursery School: A Human Relationships Laboratory. Third Edition. Philadelphia: W.B. Saunders Company, 1964, p. 174.

The speech clinician will continue to screen children when school commences in August (fall school session) that were not screened this summer; then, intensive speech therapy will be provided for children with severe speech and language disorders.

Nurse

Working under the direction of a medical consultant, the Early Start nurse provided the following health services:

1. Reviewed medical histories and arranged an immunization schedule. Because of the six-week program, the immunization schedule was designed to allow completion of immunizations in the 1970-71 Full Year Head Start.
2. Arranged medical and dental appointments.
3. Participated in parent meetings as time allowed.
4. Assisted with health education in the classroom when requested.

Statistical Information

Parent Contacts:

Telephone	<u>120</u>
Home	<u>29</u>
School	<u>10</u>
Letter	<u>100</u>
Group meetings	<u>1</u>

Dental Examinations:

Reports requested for children who had been examined in the six months prior to the program	<u>2</u>
Number of dental appointments made	<u>52</u>

17.40

Dental Examinations (con't):

Number of dental reports received from dentists	<u>9</u>
Number of children who were examined and found to have satisfactory dental condition	<u>5</u>
Number of children who were examined and found to have dental defects	<u>4</u>
Number of children who have completed the necessary dental work	<u>1</u>

The Wichita Dental Society has been cooperating in this program as it has in other federal programs.

Immunizations:

DPT (Diphtheria, Tetanus, Whooping Cough)

Number of children who were complete before the program started	<u>17</u>
Number of children who received one of the initial series	<u>7</u>
Number of children who received two of the initial series	<u>26</u>
Number of children who received a booster	<u>33</u>

Oral Polio

Number of children who were complete before the program started	<u>23</u>
Number of children who received one of the initial series	<u>43</u>
Number of children who received a booster	<u>21</u>
Number of children whose parents' consent not given	<u>4</u>
Number of children obtaining from other sources	<u>6</u>
Number of children with immunization history incomplete	<u>2</u>

Tine Tuberculin Test

Number of children who had had a negative tuberculin test within the past year	<u>12</u>
Number of children who received the tine test	<u>86</u>
Number of children with negative results	<u>84</u>
Number of children with positive results	<u>0</u>
Number not present to read	<u>2</u>
Tested prior to program obtaining from other resources	<u>9</u>
Parent consent not given	<u>4</u>
Immunization history incomplete	<u>2</u>
Number of volunteers who had had a negative tuberculin test within the past year	<u>4</u>
Number of volunteers who received the Tine test	<u>18</u>
Number of volunteers with negative results	<u>17</u> (one not read)
Number of volunteers with positive results	<u>0</u>

Immunizations will be completed in the 1970-71 Full Year Head

Start Program.

Vision Screening

Vision screening was not done because of the lack of time during the six-week session. It will be done in the fall.

Teacher Contacts:

Individual conference	<u>62</u>
Group staffing conference	<u>12</u>

Pupil Contacts:

Individual	<u>58</u>
Classroom (Health Lessons)	<u>13</u>

17.42

Health Examinations:

Reports requested for children who had been in the six months prior to the program	<u>11</u>
Number of medical appointments made	<u>60</u>

Physical examinations

Number of health examination reports received from physicians	<u>19</u>
Number of children with defects	<u>11</u>
Number of defects placed under treatment	<u>8</u>
Kinds of defects: Strabismus, Hemangioma, Warts, Pes planus, Asthma, Hearing, Congenital malformation of iris, Possible psychomotor seizures, Anemia, Heart murmur, Underweight.	
Number with normal health	<u>8</u>
Number with deviant health corrected	<u>0</u>

Sedgwick County Medical Society has been cooperating in this program as it has done in other federal programs.

Volunteers

An inservice orientation was provided for the N.Y.C. workers and volunteers. It was suggested that they could make a meaningful contribution to the Early Start program by offering to help and share the responsibility in such activities as:

1. Serve as a member of the classroom staff, or as an extra person helping children with special problems
2. Playground activities
3. Assist with outings and field trips
4. Serve as aides in the lunchroom
5. Provide special musical and dramatic experiences
6. Assist with arts and crafts

Volunteers (con't):

7. Help the staff with clerical work
8. Help to collect toys and equipment for the center, or clothing for the children and their families
9. Provide baby-sitting service so that parents can attend meetings, and participate in other parts of the program
10. Help as bus aides
11. Serve as instructors in consumer education, food preparation, sewing and other areas of parent activities
12. Help with public relations or special events

Guidelines You Can Use When You Speak to the Children (Handout Material)

1. Speak in a natural, pleasant tone of voice.
2. Always go to a child and speak directly to him. Never call across the room or yard.
3. You can establish better contact with a child if you sit on a low chair or couch so that your head is on his level.
4. Get his attention before making your request or suggestion.
5. Use words and phrases he understands, and keep your sentences short.
6. State suggestions or directions in a positive rather than a negative form.
 "You need to _____."
 "This is the way we do it in Head Start."
 "It is time to _____."
 "I think you are able to do it yourself."
 "This is the place to _____."
 "If you cannot come by yourself, I will help you."
7. Discard from your vocabulary good, bad, nice, naughty, big. Instead of "good" or "nice", say "you have learned how to _____" or "That is the right way to do it" or "You did that very well." Praise the act not the child (and also disapprove the act, not the child).

Helpful Hints (Handout Material)

1. Do not tell the child how to make something. You will help him more if you guide him.

2. Do not ask the child what he is making. (He may just be enjoying experimenting with the materials.)
3. Encourage or praise the child whenever you can, and then mean what you say.
4. Safety first! If something looks dangerous for the child, channel his interests somewhere else.
5. We want to encourage sharing, but at the same time we must respect the property rights of others.
6. Have patience! You will be able to get through to a child much easier if you have this and understanding.
7. Use words the child can understand. Do not use baby talk.
8. Look directly at child when disciplining him, if possible.
9. Encourage the child to talk whenever possible. Listen to what he says.
10. We use our inside voices when we are in the room -- teachers as well as children.
11. Use a positive approach. Instead of telling the child what he cannot do, tell him something he can do in its place.
12. Be consistent in what you ask of the child.
13. No favorites!
14. If a child has some aggressions he wants to take out on someone, let him take them out on Bobo, our clown punching-bag, or clay, or some toy like a pounding bench or woodworking.
15. Blocks are to be stacked no higher than the child's head.
16. Toys are to remain in their designated areas. An exception to this rule are the cars and trucks. They may be "driven" anywhere in the room, except in the doll corner.
17. The children are responsible for putting away the toys they got out. Help them only if it is absolutely necessary.
18. Painters always wear a shirt. Remember to roll up long sleeves, too.
19. The child is to work only one puzzle at a time. You or another child can help him finish if it is difficult. Helping him feel it and observe the shape makes it possible for him to learn and complete it.

20. If the child needs to be corrected, do it right away so he knows what you are talking to him about.
21. The children always wash their hands after going to the bathroom.
22. Feet first down on the slide. Make sure no one is in the way when he goes down.
23. Have the children use the "brakes" on their trikes, so they don't hit anything -- other trikes, children, or curbs.
24. At storytime some children may look at other books if they can't pay attention to the story (or perhaps play quietly if they aren't ready for group stories). They must not disturb the group.
25. Encourage children to take turns. However, if a child is using an article he should be allowed a reasonable time to finish with it before sharing.
26. Encourage them to at least try everything on their plate at lunch. They do not have to clean up their plates, however.
27. Place yourselves so that all the children are being watched all the time. This is especially important outdoors.
28. Children are to walk in the room and in the halls.
29. Toys, books or other materials are to be kept out of the mouth.

Again, we are pleased that you have volunteered your services and we hope you will find the experience a profitable and satisfying one. Enjoy yourselves!! Children can sense how you feel!!

Volunteers were able to sign up for the program through the following agencies: (1) the City, (2) Volunteer Bureau, (3) Wichita State University, (4) Friends University, and (5) other organizations throughout the Greater Wichita Area.

TABLE 17.11
EARLY START SUMMER PROGRAM, 1970, VOLUNTEERS

Schools	# of Boys	# of Hours	# of Girls	# of Hours
Derby High School	3	137.0	1	65.5
Wichita Heights High School	2	50.0	3	226.5
Henderson High School	1	28.0		
North High School			5	298.5
South High School	1	44.0	1	60.0
Southeast High School	1	85.0	4	245.5
Brooks Junior High School			1	20.0
Coleman Junior High School	1	20.0	1	49.5
Horace Mann Junior High School			2	32.0
John Marshall Junior High School			1	20.0
Pleasant Valley Junior High School			11	37.0
Robinson Junior High School	1	49.0		
Truesdell Junior High School			1	60.0
Bridgeport Elementary School			1	24.0
Two adults	1	not listed	1	not listed
Totals	11	413.0	24	1138.5

Table 17.11 shows from what school the volunteer came. The five Wichita State University students were not considered, primarily, as volunteers because this extraordinary training was part of a course requirement at the university for which they received college credit.

The enthusiasm shown by the volunteer workers was very evident throughout the program. A copy of a "Certificate of Appreciation" which was awarded to volunteers is included in the Early Start Appendix.

COMMENTS ON RESULTS

Objectives 1,2,3,4, and 5 were met as indicated by reports kept in the office of the Director of the Kechi Child Development Center; Objectives 6,7,8,9,10, and 11 seemed to have been met very successfully as indicated by teacher responses on the Wichita Early Start Inventory and actual classroom observation.

The teachers provided an accepting environment, many success-oriented experience for these children, three exciting educational field trips, and regarded each child as a unique individual. Daily breakfasts and lunches were provided.

Homes were visited at least once during the six week period by the teachers plus home visits by other members of the staff. Very adequate, professional health services were provided.

The only weakness in this program was that it did not provide this type of school experience for every four year old child in the Greater Wichita area.

ACTIVITY EVALUATION

1. LEA District No. 259 Activity PRE KINDERGARTEN
2. Length of Activity Six weeks
- Beginning Date June 8, 1970 Ending Date July 17, 1970
- Hours per Week:
- Regular Session _____ Summer Session 10
3. Estimated Cost of this Activity \$12,780
4. Number of Public and Private School Students Participating in this Activity by Grade Level for each Session.

GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION		GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION	
	Public	Non-Public	Public	Non-Public		Public	Non-Public	Public	Non-Public
Pre-K			245		7				
K					8				
1					9				
2					10				
3					11				
4					12				
5					Ungraded				
6					TOTAL			245	

5. Number of Staff involved in this Activity:
- Full Time _____ Half Time 37
6. Location of Activity:
- In Public School x
- In Non-public School _____

PRE KINDERGARTEN PROGRAM, SUMMER 1970

INTRODUCTION

The Summer Pre Kindergarten program was designed to provide children living in the low economic target area with their first school experience. All children in this program would be entering kindergarten in August, 1970. None of these children had had the advantage of the Head Start program. A curriculum of developmental activities which provided opportunity for experiences in all phases of language development and development of positive self-concepts was emphasized.

PROGRAM OBJECTIVES

1. The child enrolled in the Pre Kindergarten program will be provided an introduction to school life and group living and will demonstrate improvement in a more positive self-image and in more positive responses toward school, as indicated by teacher responses on the Pre Kindergarten Inventory, items 2, 3, 8, 14, and 22.
2. The child enrolled in the Pre Kindergarten program will demonstrate improvement in oral vocabulary and verbal communication skills as measured by teacher responses on the Pre-Kindergarten Inventory, items 5, 6, 9, 15, and 25.
3. The child enrolled in the Pre Kindergarten program will demonstrate improvement in the development of a positive self-concept as indicated by teacher responses on the Pre Kindergarten Inventory, items 1, 4, 7, 10, 11, 12, 13, 16, 17, 18, 19, 20, 21, 23, and 24.

PROCEDURES

Seventeen classes were organized for approximately 245 children in 16 Title I schools in Unified District No. 259. A coordinator and 17 teachers were selected from the regular staff of primary teachers. Each classroom was staffed with a teacher and a N.Y.C. worker. There were two hours of instruction per day, five days a week for a six-week period. The class size ranged from 11 to 20 children per class. A coordinator was employed four hours per day, five days a week, for a six-week period. The children who participated were selected by the building principals and teachers. These children will enter Kindergarten in the fall. Also, two librarians were employed to work exclusively with this Pre Kindergarten Summer Program. Each librarian worked for 30 minutes with each class once a week using books, finger plays, and audio-visual materials. An area principal provided administrative guidance for the summer program.

An orientation session for teachers was held the first afternoon of the summer session to discuss Pre Kindergarten curriculum and methods in general. In the two-hour daily sessions (9:00-11:00 a.m.), the teachers were to provide a program which was to be balanced between times when children worked alone or in small groups, often following their own ideas, and times when the whole class worked together. Mainly activities were to get children involved in the learning process. The content for such activities was left to the individual teacher to choose based on the apparent needs and interests of the children in her class and her own strengths and interests.

In particular, positive self-concept development and language development were to be encouraged and implemented during the six week period. The primary focus of the orientation was to reiterate that if the children were comfortable in their surroundings and comfortable with themselves, then there would be more communication with other children and with adults thus, a starting point for the foundation of sequential language skill development.

Juice and cookies or crackers were provided daily for snack time for each child.

In addition, the Pre Kindergarten teachers and coordinator attended a special Piaget Workshop conducted at McCollom Elementary School library four afternoons during the second week of summer school. The implication for education in Piaget's theory was that children be allowed to do their own learning. According to the Piaget specialist, "good pedagogy must involve presenting the child with situations in which he himself experiments, in the broadest sense of the term, trying things out for himself to see what happens, manipulating objects and symbols, posing questions and seeking his own answers, reconciling what he finds one time with what he finds at another, and comparing his findings with the findings of other children." In other words, it was stressed to start with concrete manipulative objects before proceeding to abstract thinking.

A half-hour demonstration class with four and five year old children (only two children at a time participated in the demonstration class, a total of six children) was presented with many of the colorful materials used in a variety of ways to demonstrate the following:

- (1) the meaning of number concepts,

- (2) the logical structure of numbers,
- (3) the cognitive structure of language that underlies number concept,
- (4) how to determine the child's developmental stage
 - (a) to establish equivalence, "just as many" concept, sometimes called "provoked correspondence" or "just enough," or one-to-one correspondence, and
 - (b) to make a judgment about conservation of number,
- (5) the structure and order of inclusion, and
- (6) serial ordering.

Interesting to note, in the demonstration class the Piaget specialist always used from eight to ten objects for beginning number perception presentation to the children. As she worked with each pair of children she explained to the observers what she was trying to do, such as:

- (1) spatial and temporal equivalence or correspondence,
- (2) number as collection,
- (3) necessity for reverse experience,
- (4) criteria reference checklist,
- (5) the underlying process of inclusion and ordering,
- (6) that you don't teach children to answer, but to discover the answer themselves,
- (7) teaching is an extension of your diagnostic evaluation,
- (8) "cognition is intuitive with pre-school children," and
- (9) it is necessary to have respect for the child's symbolization.

According to her research in Ypsilanti, Michigan, disadvantaged children had the greatest difficulty in the terms of cognition in the area of number concept.

Cognitive development is from birth to adolescence which goes through a number of stages whose order is constant but people vary in attainment of this capacity because individuals differ in maturation, experiences, social process, and auto-regulation.

The children participating in the demonstration classes seemed to enjoy the experience tremendously.

Several books^{1,2,3} on Piaget's theory were submitted for review for those who desired further information.

Mimeographed notes about the lecture and Piaget's method were distributed to the teachers present. This workshop seemed to be of enormous benefit to the teachers who were able to attend.

EVALUATION STRATEGY

The primary factors considered in the evaluation were the stated objectives in the project. The sources of evaluative data used to determine the improvement of pupils during the project period were: (1) an Inventory for Pre Kindergarten Summer Classes, administered to a stratified random sampling of children, (2) an evaluation questionnaire,

¹Piaget, Jean. The Child's Conception of Number. New York: Norton, 1965.

²Piaget, Jean, and Inhelder, B. The Child's Conception of Space. New York: Norton, 1967.

³Ripple, E. Richard and Rockcastle, Verne N. (eds.). Piaget Rediscovered. Ithaca: Cornell University, School of Education, 1964.

(3) enrollment and attendance records, and (4) observation of the special librarian's interaction with a class of Pre Kindergarten children. These instruments were locally developed to provide information about the child's improvement in self-concept and language development. Copies of the evaluation instruments are included in the Appendix.

PRESENTATION OF DATA

Approximately 245 children were involved in this project. Participation data are shown in Table 18.01.

The percentage distribution of the 17 teachers in Pre Kindergarten was: 100% female, 76% Caucasian, and 24% Negro.

In response to the question, "Was the help provided by the coordinator of value to you?", the teachers checked the following categories:

<u>Category</u>	<u>Number of Teachers</u>	<u>Percent</u>
Much	4	29
Some	8	57
None	1	7
No reply	1	7

Eighty-six percent (12) of the teachers considered the services of the coordinator of value. Seventy-nine percent (11) of the teachers considered the inservice workshop of value.

Fourteen (100 % of the teachers who sent their data) teachers indicated they would like to teach Pre Kindergarten Class again; 100 % stated they liked the time schedule, 9:00-11:00 a.m., for the summer session. Some teacher comments were:

"8:00 would have been too early."

TABLE 18.01

PARTICIPATION STATISTICS FOR ALL CLASSES COMBINED ENROLLED IN
THE TITLE I PRE KINDERGARTEN PROGRAM DURING THE SUMMER OF 1970

Number of classes = 16				Number of days in the summer session = 29				
Classes	Total	Number in Class		1	2	Race**		
		Male	Female			3	4	5
1. A	15	9	6	10	0	4	0	1
2. B	17	5	12	0	0	17	0	0
3. C	17	8	9	0	0	17	0	0
4. D	15	6	9	0	0	14	1	0
5. E	19	10	9	12	0	0	7	0
6. F	17	12	5	0	0	17	0	0
7. G	11	3	8	8	0	1	2	0
8. H	17	8	9	0	0	17	0	0
9. I	*							
10. J	18	10	8	0	0	18	0	0
11. K	19	11	8	0	0	19	0	0
12. L	10	4	6	10	0	0	0	0
13. M	15	7	8	*				
14. N	15	5	10	11	0	2	0	2
15. O	15	8	7	4	0	4	7	0
16. P	11	7	4	3	0	8	0	0
Total	231	113	118	58	0	138	17	3
Percent	100	49	51	27	0	64	8	1

* Data not available.

**1=Caucasian, 2=Oriental, 3=Negro, 4=Spanish American, 5=American Indian.

"It could be lengthened."

"The periods were not too long for this age child and we could still have a planned pleasant morning before it became warm."

"Because some mothers like to sleep late, if the time were changed to 9:30 or 10:00, more children might be encouraged to come more regularly."

"Lower socio-group parents do not do well getting children off to school before 9:00."

"Last year 8:00 - 10:00 was just too early. This year has been much better."

Each teacher was asked to describe the instructional procedures and activities used in class. Some individual teacher descriptions were as follows:

- (1) "Free Choice - puzzles, beads, peg board, games, doll house, etc.

Language Arts Activities

Science Activities

Snack time - juice and cookies or crackers

Music - singing, poems, finger plays, or exercises

Story"

- (2) "Talked about parts of our bodies, shapes, colors, numbers, made a book about the 5 senses, discussion about the home, planted beans and did several art projects."

- (3) ".... Woodworking, math, science, painting, reading, snack time. Emphasizing children to think by encouraging them to talk and explain."

- (4) "Art activities: finger painting, coloring, cutting, pasting, collages.

Music: singing, rhythm instruments, rhythms, exercises.

Numbers: games for learning numbers 1 to 10.

Learned eight colors (games).

Recognize some letters and their names.

Role playing, acting out stories.

Science: planting seeds, tasting fruit.

"Many games and puzzles
Nursery rhymes.
Made puppets and did shows."

In response to the question, "In your opinion, has the reduction of class size directly benefited the pupils involved in Pre Kindergarten programs in terms of better learning?", the teachers unanimously checked the "much" category. Some candid teacher comments were:

"I was able to give each child more attention. Having an aide also helped in this respect."

"Particularly with a capable aide, it has been quite possible to individualize instruction and to follow up individual needs."

"In smaller groups each child is able to receive individual attention that is not possible with larger groups."

"Yes, there is much more time for conversation with the children and individual help."

"In a smaller class I could more often help a child before he 'failed' rather than patch up a problem."

The teachers were asked their opinion as to what experience or experiences contributed most to the development of the children in Pre Kindergarten. Some of their cogent remarks were:

"Being with other children and learning to share was one experience. Having jobs for the children gave them responsibility. Knowing someone would listen to them made the children more free and self-confident. The puppet shows and story dramatization helped relax the children."

"Learning to work and play with other children has been valuable. Learning the names of work materials and play things has broadened their vocabularies."

"Mostly just coming to school everyday! They responded well to the special attention, loved 'library time', and the juice and crackers."

"Learning to adjust to a group situation, sharing, and leaving mother. Also, an introduction to a schedule and routine."

"Learning to get along and share with others, to take turns and having respect for the things of others."

Fourteen teachers (100%) indicated the teacher aides performed very adequately in the classroom setting. A short summary of the activities in which the teacher aides participated as described by the teachers was as follows:

- (1) Worked with children and helped supervise during play time,
- (2) Mixed paints and prepared art materials,
- (3) Put name tags on the children,
- (4) Prepared snack time,
- (5) Opened and closed windows - the room was ready to begin activities on arrival,
- (6) Read stories,
- (7) Provided cars for field trips,
- (8) Brought items from home for various activities (cooking, tasting, etc.),
- (9) Helped prepare numerous teaching devices, and
- (10) Helped in class activities on individual basis such as helping a child walk on the balance beam, making a circle, to skip, etc.

Some incisive teacher comments were:

"My aide was a great help to me. She was very accepting of the children and helped free me for working with the children rather than mix paints, etc. If there was a child who had something on his mind and needed to talk with someone, she could and would go ahead and help them at their various interest centers."

"She had the room opened (windows, etc.) and organized the paint or various art materials for the day. While the children were playing games and singing she helped them take part. She served as a 'Model' for the children while a story was being read. She worked with small groups of children at various interest centers."

To repeat, the teachers favorably commented that the aides this summer contributed greatly to the success of the Pre Kindergarten summer program.

Pre Kindergarten teachers indicated the following as factors that influenced attendance (item 12) during the summer session as follows:

<u>Category</u>	<u>Number of Teacher Responses</u>	<u>Percent of Teacher Responses</u>
1. Vacation	9	56
2. Illness	8	50
3. Oversleeping	8	50
4. Lack of interest	1	6
5. Other: moving and transportation	2	13

In response to the question, "Were you able to follow through and build on the librarian's weekly presentation for your class?", 75 percent checked the "yes" category, no one checked "no", and 13 percent checked "not usually." Some teacher comments on the questionnaire were:

"The children enjoyed a new person coming in the room."

"...She was very helpful and tried to carry out the general theme we were working on at the time."

"_____ contributions were wonderfully well presented, an invaluable resource. Every school all year should have the services of such a fine dedicated person."

"It was a very worthwhile addition. Was interesting to children and made a change for them."

It seems that the most potent ingredient in the special library service rendered by the librarian for the Pre Kindergarten Summer Program was the enthusiasm of the librarian herself which permeated the

classroom from the time she entered and, seemingly, remained after she left. The general format of the thirty minute classroom participation or performance of the librarian from one class observation was as follows:

The children were working or playing at various interest centers as the librarian came into the room and said "Good morning." The children apparently knew it was her day to come to their room as they ceased whatever activity they were doing and immediately went to the front of the room where the librarian was standing. She shook the hand of each child and called him/her by name and, then, surprisingly several sat down on the floor to wait for her to finish shaking hands with all the other children. A conversation period about what they had been doing was pursued for about five minutes. Someone suggested they say a finger play, another wanted to say a poem, with actions and amazingly clear diction they proceeded to say "The Beehive", "The Turtle", "Humpty Dumpty", and "Scarlet Bird". The librarian asked if they'd like to act out "Little Miss Muffet"? The answer was in the affirmative. Every child participated in this dramatic play of nursery rhymes. A story, Picnic Woods, was read aloud with intermittent questions and answers by the children as to what was going to happen to Mr. Fox, a character in the story. Some of the children's conclusions were mighty interesting! Next a filmstrip and record, The Camel Who Took A Walk was presented followed by questions and conversation. After exactly thirty minutes the librarian again shook hands with the active participating Pre Kindergarteners and exited for her next class.

The classroom teacher's aide had set up the filmstrip projector and phonograph and put the same away. The children appeared to enjoy

this library period completely.

In general, the Pre Kindergarten teachers indicated that the strengths of the program were (1) small class load, (2) a full time aide, (3) informality of activities, (4) provision of a morning snack for the children, and (5) the special librarian service. The weaknesses perceived by a few teachers were (1) getting some supplies and (2) poor attendance during the last two weeks.

To assist in the evaluation of the summer Pre Kindergarten program the teachers were asked to indicate¹ the extent of improvement of a Pre Kindergarten child in comparison with the first week of the summer school and the last week of the summer school experience.² The combined results are shown below.

Teacher responses on items 2, 3, 8, 14, and 22 on the Inventory for Pre Kindergarten Summer Classes seem to indicate that the first objective was met.

<u>Inventory Item</u>	<u>Percentage of Improvement</u> (Combined Categories of "Great Extent" and "Some Entent")
2. The child is able to participate in group activities.	92%
3. The child listens and responds to your questions.	83%
8. The child seems to be enthusiastic about coming to school.	89%
14. The child appears to be poised and confident.	77%
22. The child is able to accept authority.	94%

¹ On An Inventory For Pre Kindergarten Summer Classes, Summer 1970 (See Summer School Appendix for detailed results.)

² This sample was random and stratified.

Teacher responses on items 5, 6, 9, 15, and 25 on the Inventory for Pre Kindergarten Summer Classes appears to indicate improvement in oral vocabulary and verbal communication skills; hence, it appears to some extent Objective 2 was met.

<u>Inventory Items</u>	<u>Percentage of Improvement</u> (Combined Categories of "Great Extent" and "Some Extent")
5. The child increased his vocabulary.	77%
6. The child exhibits an increased interest in books.	81%
9. The child is able to express ideas orally.	81%
15. The child is able to speak in whole sentences rather than fragments.	79%
25. The child has increased his ability to use descriptive words.	84%

Responses by teachers on items 1, 4, 7, 10, 11, 12, 13, 16, 17, 18, 19, 20, 21, 23, and 24 seem to indicate some improvement in the development of the children's self-concept as determined by the teachers' responses; thus, it appears that to some degree the third objective was met.

<u>Inventory Items</u>	<u>Percentage of Improvement</u> (Combined Categories of "Great Extent" and "Some Extent")
1. The child seems happier and more secure at school.	96%
4. The child responds with more self-confidence.	77%
7. The child is more aware and curious about people, places, and objects.	87%

<u>Inventory Item</u>	<u>Percentage of Improvement</u> (Combined Categories of "Great Extent" and "Some Extent")
10. The child speaks freely to his peers.	77%
11. The child speaks to adults in the school setting.	78%
12. The child is able to participate in dramatic play.	78%
13. The child shows instructive self-direction.	85%
16. The child is able to narrate his own experiences spontaneously to the teacher or group.	
17. The child seeks attention of adults excessively.	41%
18. The child appears apathetic and lethargic.	38%
19. The child is able to share materials.	92%
20. The child withdraws to a point of no audible verbal communication.	35%
21. The child is able to wait to take his/her turn.	92%
23. The child is able to alter behavior pattern on request.	92%
24. The child is easily distracted by activities going on around him.	52%

The negative items on the inventory were items 17, 18, 20 and 24.

The smallest gain of improvement was in item 24.

SUMMARY

Seventeen classes for approximately 245 pupils were conducted in the Pre Kindergarten Summer Program, 1970. An orientation workshop was held in the afternoon of the first day of summer school and was considered by the majority of the teachers to be beneficial. The work of the coordinator was viewed by most teachers to be helpful.

In order to evaluate the Pre Kindergarten summer program, the teachers were asked to indicate on the Pre Kindergarten Inventory for a stratified random sampling of children the extent of improvement gained in comparison with the first week of summer school and the last week of summer school. It appears that the three objectives were met to some degree. The affective domain seems difficult to measure at this time. More precise instruments of measurement need to be devised and refined for both the cognitive and affective domain for use in attempting to measure the improvement of Pre Kindergarten children.

Three teachers indicated they each took field trips. Apparently, numerous field trips were taken. It was unfortunate this item was left out of the questionnaire; thus, an accurate account of the field trips was not available for this report.

The responses of the teachers seem to indicate that the Pre Kindergarten program was most beneficial for the children who participated. Furthermore, the teachers unanimously indicated that the children responded most enthusiastically to the special program of the two librarians during the summer session.

19.00

ACTIVITY EVALUATION

1. LEA District No. 259 Activity Post Kindergarten2. Length of Activity Six weeksBeginning Date June 8, 1970 Ending Date July 17, 1970

Hours per Week:

Regular Session _____ Summer Session 103. Estimated Cost of this Activity \$12,381

4. Number of Public and Private School Students Participating in this Activity by Grade Level for each Session.

GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION		GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION	
	Public	Non-Public	Public	Non-Public		Public	Non-Public	Public	Non-Public
Pre-K					7				
K			320		8				
1					9				
2					10				
3					11				
4					12				
5					Ungraded				
6					TOTAL			320	

5. Number of Staff involved in this Activity:

Full Time _____ Half Time 27

6. Location of Activity:

In Public School x

In Non-public School _____

POST KINDERGARTEN SUMMER PROGRAM, 1970

INTRODUCTION

The Post Kindergarten Summer Program was designed to reach Head Start graduates from the previous year and other six-year-old children living in the low-income target area who had just completed Kindergarten in order to provide an experience-oriented language arts curriculum for those children in need of additional language experiences before entering the first grade.

PROGRAM OBJECTIVES

1. The child enrolled in the Post Kindergarten Summer Program will demonstrate improvement in vocabulary, language, and communication skills as indicated by teacher responses on the Post Kindergarten Evaluation Instrument, items 2, 4, 5, 6, 12, and 15.
2. The child enrolled in the Post Kindergarten Summer Program will demonstrate improvement in verbal and non-verbal conceptual structures as indicated by teacher responses on the Post Kindergarten Evaluation Instrument, items 3, 11, and 13.
3. The child enrolled in the Post Kindergarten Summer Program will demonstrate improvement in non-verbal expression as indicated by teacher responses on the Post Kindergarten Evaluation Instrument, items 1 and 10.

4. The child enrolled in the Post Kindergarten Summer Program will demonstrate improvement in the development of self-worth or self-concept as indicated by teacher responses on the Post Kindergarten Evaluation Instrument, items 7, 9, 16, 17, and 18.
5. The child enrolled in the Post Kindergarten Summer Program will develop constructive peer relationships as indicated by teacher responses on the Post Kindergarten Evaluation Instrument, items 8 and 14.

PROCEDURES

Twenty-five classes with a range of eight to 15 children in each room were organized in 17 Title I schools in Unified District No. 259. Each classroom was staffed by a professionally trained teacher and a N.Y.C. worker who assisted the teacher daily. There were two hours of instruction per day, five days a week for a six week period. A coordinator was employed four hours per day, five days a week for a six week period. The children who participated in the program were selected by the building principal from referral cards filled out by the classroom teachers. An area principal provided administrative guidance for the summer program.

An orientation session was conducted for the Post Kindergarten teaching staff in the afternoon of the first day of summer school. A range of topics was discussed. The topics were: (1) objectives of the program, (2) characteristics of disadvantaged children, (3) activities to develop vocabulary, (4) cognitive and social skills, and (5) materials

available to use in the program. At the second session a music demonstration and art demonstration were presented to stimulate new music and art ideas.

EVALUATION STRATEGY

The primary factors considered in the evaluation were the stated objectives in the project. The sources of evaluative data used to determine the improvement of pupils during the project period were: (1) "Post Kindergarten Evaluation Instrument, 1970," (2) "Teacher Rating Sheet for Title I Post Kindergarten, Summer 1970," and (3) enrollment and attendance records. A copy of the evaluation instrument and rating sheet are included in the Appendix. These instruments were locally developed: (1) to provide information regarding the child's improvement in goals and activities, and (2) to provide information regarding the extent of special programs in which he has or has not participated in the last two years.

PRESENTATION OF DATA

Approximately 320 children were involved in this project. Tables 19.01 and 19.02 provide information regarding the boys and girls enrolled in Post Kindergarten according to the following: (1) school attended, (2) number in each classroom, (3) percent of boys/girls in each classroom, (4) race, and (5) attendance.

19.04

TABLE 19.01

BOYS ENROLLED IN THE SUMMER POST KINDERGARTEN PROGRAM, 1970

Number of boys = 154			Number of classes = 23*						
School	# in Class	% in Class	Race**					Attendance	
			1	2	3	4	5	Present	Absent
Bridgeport	6	60	6					158	22
Brookside	6	43	5				1	160	20
Dunbar	7	70			7			148	62
Fairmount A	6	40			6			151	29
Fairmount B	8	53			8			171	69
Finn	7	41	2			5		157	53
Ingalls A	7	47			7			161	49
Ingalls B	6	55			6			129	51
Ingalls C	9	64			9			215	55
Irving	4	44	3			1		107	9
Isely A	7	54			7			189	21
Isely B	7	54			7			129	81
Isely C	8	62			7	1		155	85
L'Ouverture	10	71			10			273	17
Little A	5	38			5			88	62
Little B	4	31			4			111	5
MacArthur	3	37	3					57	33
Mueller A	10	67			10			259	31
Mueller B	9	53			9			238	32
Park	7	54	5		1		1	150	60
Rogers	7	58	2		3	2		206	4
Waco	7	58	1		3	3		161	49
Washington	4	44	1		3			97	23
Totals	154	52	28	112	12	2		3670	922

*Two classes did not send their evaluation data.

** 1=Caucasian, 2=Oriental, 3=Negro, 4=Spanish American, 5=American Indian

TABLE 19.02

GIRLS ENROLLED IN THE SUMMER POST KINDERGARTEN PROGRAM, 1970

Number of girls = 141			Number of classes = 23*						
School	# in Class	% in Class	Race**					Attendance	
			1	2	3	4	5	Present	Absent
Bridgeport	4	40	4					92	28
Brookside	8	57	5		3			206	34
Dunbar	3	30			3			80	10
Fairmount A	9	60			9			214	56
Fairmount B	7	47			7			141	69
Finn	10	59	8		2			211	89
Ingalls A	8	53			8			180	60
Ingalls B	5	45			5			119	31
Ingalls C	5	36			5			130	20
Irving	5	56	3		2			105	40
Isely A	6	46			6			134	46
Isely B	6	46			6			149	31
Isely C	5	38			5			122	28
L'Ouverture	4	29	1		3			82	38
Little A	8	62			8			173	67
Little B	9	69			9			188	73
MacArthur	5	63	4		1			105	45
Mueller A	5	33			5			113	37
Mueller B	8	47			8			218	22
Park	6	46	5		1			142	38
Rogers	5	42	4				1	124	26
Waco	5	42	3		1	1		137	13
Washington	5	56			4	1		109	41
Totals	141	48	37		101	2	1	3274	942

*Two classes did not send their evaluation data.

** 1=Caucasian, 2=Oriental, 3=Negro, 4=Spanish American, 5=American Indian

19.06

TABLE 19.03

RACIAL DISTRIBUTION OF BOYS IN THE
POST KINDERGARTEN SUMMER PROGRAM, 1970

Race*	1	2	3	4	5	Total
Number of pupils	28	-	112	12	2	154
Percent	9.49	-	37.96	4.07	.68	52.20

TABLE 19.04

RACIAL DISTRIBUTION OF GIRLS IN THE
POST KINDERGARTEN SUMMER PROGRAM, 1970

Race*	1	2	3	4	5	Total
Number of pupils	37	-	101	2	1	141
Percent	12.54	-	34.24	.68	.34	47.80

TABLE 19.05

RACIAL DISTRIBUTION OF PUPILS IN THE
POST KINDERGARTEN SUMMER PROGRAM, 1970

Race*	1	2	3	4	5	Total
Number of pupils	65	-	213	14	3	295
Percent	22.03	-	72.20	4.75	1.02	100

* 1=Caucasian, 2=Oriental, 3=Negro, 4=Spanish American, 5=American Indian

Sex and racial composition for Post Kindergarten are listed in Tables 19.03, 19.04, and 19.05. Total enrollment by race included: (1) Caucasian - 22.03 %, (2) Oriental - none, (3) Negro - 72.20 %, (4) Spanish American - 4.75 %, and (5) American Indian - 1.02 %. In total, there were 4.41 % more boys than girls enrolled in Post

Kindergarten; however, there were 3.05 % more Caucasian girls that attended Post Kindergarten than Caucasian boys. In contrast, there were 3.73 % more Negro boys that participated in Post Kindergarten than girls, and 0.34 % more American Indian boys enrolled than girls. No Oriental children were enrolled in the Post Kindergarten Summer Program, 1970.

19.08

Evaluation forms were distributed to the Post-Kindergarten teachers the fourth week of summer school for the recording of data. Twenty-three "Post Kindergarten Evaluation Instruments" representing 23 classes were returned. Two classes did not report their data. Each teacher was asked to fill out one form for each pupil to indicate whether the improvement of the pupil seemed to be "much," "some," or "none" in each goal or activity listed on the evaluation form during the six week summer session. The evaluation instruments were tallied by class and by sex within each class for frequency of the type of improvement made by boys, by girls, and as a combined group of pupils. The results are shown in Table 19.06 for boys, Table 19.07 for girls, and Table 19.08 for the combined group of Post Kindergarten pupils.

The percent ratings in the "much" improvement column for boys in Table 19.06 are listed in rank order as shown in Table 19.09.

The percent ratings in the "much" improvement column for girls in Table 19.07 are listed in rank order in Table 19.10.

It is interesting to note that both boys and girls demonstrated the highest percent of improvement in (1) literature appreciation, (2) building vocabulary, and (3) likenesses and differences in visual and oral media. Both boys and girls had the lowest percent of improvement in item 18, improved articulation and enunciation, 5 % and 9 % respectively.

As a group, the girls had a higher percent of items checked in the "much" improvement column than the boys except in two items: (1) item 9, acceptance of errors; openness to experience (12 % for the

TABLE 19.06

RESPONSES OF TEACHERS CONCERNING IMPROVEMENT OF
BOYS ENROLLED IN THE POST KINDERGARTEN SUMMER PROGRAM, 1970

Number of classrooms = 23*

Number of boys = 154

Goal or Activity	Number and percent of pupils making improvement					
	Much		Some		None	
	#	%	#	%	#	%
1. Creative picture interpretation	23	15	94	61	37	24
2. Pupil-dictated stories	28	18	100	65	26	17
3. Literature appreciation	36	23	104	68	14	9
4. Practice with meaningful language patterns	20	13	100	65	34	22
5. Building vocabulary	29	19	98	64	27	17
6. Improved articulation and enunciation	8	5	103	67	43	28
7. Acceptance of self; establishing self-worth	17	11	106	69	31	20
8. Building meaningful social relationships	26	17	104	68	24	15
9. Acceptance of errors; openness to experience	19	12	112	73	23	15
10. Non-verbal expression (art, rhythm, etc.)	14	9	106	69	34	22
11. Sharpened visual and auditory discrimination	25	16	112	73	17	11
12. Likenesses and differences in visual and oral media	28	18	108	70	18	12
13. Mathematical concepts of size, position, time	25	16	105	68	24	16
14. Successful learner behavior	18	12	104	68	32	20
15. Observation skills - generalization about environment	16	10	118	77	20	13
16. Physical coordination	12	8	121	79	21	13
17. Body development and exercise	14	9	110	72	30	19
18. Health habits, body care	20	13	105	68	29	19
Total	378	14	1910	69	484	17

*Two classes did not report their evaluative data.

TABLE 19.07

RESPONSES OF TEACHERS CONCERNING IMPROVEMENT OF
GIRLS ENROLLED IN THE POST KINDERGARTEN SUMMER PROGRAM, 1970

Number of classrooms = 23*

Number of girls = 141

Goal or Activity	Number and percent of pupils making improvement					
	Much		Some		None	
	#	%	#	%	#	%
1. Creative picture interpretation	31	22	91	65	19	13
2. Pupil-dictated stories	28	20	93	66	20	14
3. Literature appreciation	51	36	78	55	12	9
4. Practice with meaningful language patterns	34	24	91	65	16	11
5. Building vocabulary	33	23	88	63	20	14
6. Improved articulation and enunciation	11	8	103	73	27	19
7. Acceptance of self; establishing self-worth	25	18	99	70	17	12
8. Building meaningful social relationships	29	21	97	69	15	10
9. Acceptance of errors; openness to experience	16	11	102	73	23	16
10. Non-verbal expression (art, rhythm, etc.)	28	20	99	70	14	10
11. Sharpened visual and auditory discrimination	31	22	97	69	13	9
12. Likenesses and differences in visual and oral media	36	26	89	63	16	11
13. Mathematical concepts of size, position, time	29	21	97	69	15	10
14. Successful learner behavior	16	11	104	74	21	15
15. Observation skills - generalization about environment	15	11	107	76	19	13
16. Physical coordination	18	13	108	77	15	10
17. Body development and exercise	25	18	99	70	17	12
18. Health habits, body care	28	20	94	67	19	13
Total	484	19	1736	68	318	13

*Two classes did not report their evaluative data.

TABLE 19.08

RESPONSES OF TEACHERS CONCERNING COMBINED PUPIL
IMPROVEMENT IN THE POST KINDERGARTEN SUMMER PROGRAM, 1970

Goal or Activity	Number of classrooms = 23*		Number of pupils = 295					
			Number and percent					
			of pupils making improvement					
			Much		Some		None	
	#	%	#	%	#	%	#	%
1. Creative picture interpretation	54	18	185	63	56	19		
2. Pupil-dictated stories	56	19	193	65	46	16		
3. Literature appreciation	87	29	182	62	26	9		
4. Practice with meaningful language patterns	54	18	191	65	50	17		
5. Building vocabulary	62	21	186	63	47	16		
6. Improved articulation and enunciation	19	6	206	70	70	24		
7. Acceptance of self; establishing self-worth	42	14	205	70	48	16		
8. Building meaningful social relationships	55	19	201	68	39	13		
9. Acceptance of errors; openness to experience	35	12	214	73	46	15		
10. Non-verbal expression (art, rhythm, etc.)	42	14	205	69	48	16		
11. Sharpened visual and auditory discrimination	56	19	209	71	30	10		
12. Likenesses and differences in visual and oral media	64	22	197	67	34	11		
13. Mathematical concepts of size, position, time	54	18	202	69	39	13		
14. Successful learner behavior	34	12	208	71	53	17		
15. Observation skills - generalization about environment	31	11	225	76	39	13		
16. Physical coordination	30	10	229	78	36	12		
17. Body development and exercise	39	13	209	71	47	16		
18. Health habits, body care	48	16	199	68	48	16		
Total	862	16	3646	69	802	15		

*Two classes did not report their evaluative data.

TABLE 19.09

RANK ORDER OF THE PERCENT RATINGS FOR BOYS IN THE 'MUCH' IMPROVEMENT
COLUMN OF THE "POST KINDERGARTEN EVALUATION INSTRUMENT, SUMMER 1970"

Number of classrooms = 23*

Number of boys = 154

Goal or Activity	Percent	Item #
1. Literature appreciation	23	3
2. Building vocabulary	19	5
3. Pupil-dictated stories	18	2
4. Likenesses and differences in visual and oral media	18	12
5. Building meaningful social relationships	17	8
6. Sharpened visual and auditory discrimination	16	11
7. Mathematical concepts of size, position, time	16	13
8. Creative picture interpretation	15	1
9. Practice with meaningful language patterns	13	4
10. Health habits, body care	13	18
11. Acceptance of errors; openness to exposure	12	9
12. Successful learner behavior	12	14
13. Acceptance of self; establishing self-worth	11	7
14. Observation skills - generalization about environment	10	15
15. Non-verbal expression (art, rhythm, etc.)	9	10
16. Body development and exercise	9	17
17. Physical coordination	8	16
18. Improved articulation and enunciation	5	6

*Two classes did not report their evaluative data.

TABLE 19.10

RANK ORDER OF THE PERCENT RATINGS FOR GIRLS IN THE 'MUCH' IMPROVEMENT
COLUMN OF THE "POST KINDERGARTEN EVALUATION INSTRUMENT, SUMMER 1970"

Number of classrooms = 23*

Number of girls = 141

Goal or Activity	Percent	Item #
1. Literature appreciation	40	3
2. Likenesses and differences in visual and oral media	28	12
3. Practice with meaningful language patterns	27	4
4. Building vocabulary	26	5
5. Creative picture interpretation	24	1
6. Sharpened visual and auditory discrimination	24	11
7. Building meaningful social relationships	23	8
8. Mathematical concepts of size, position, time	23	13
9. Pupil-dictated stories	22	2
10. Health habits, body care	22	18
11. Acceptance of self; establishing self-worth	20	7
12. Non-verbal expression (art, rhythm, etc.)	20	10
13. Body development and exercise	20	17
14. Acceptance of errors; openness to experience	13	9
15. Successful learner behavior	13	14
16. Physical coordination	13	16
17. Observation skills - generalization about environment	12	15
18. Improved articulation and enunciation	9	6

*Two classes did not report their evaluative data.

19.14

boys, whereas the girls had 11 % improvement), and (2) item 14, successful learner behavior (12 % improvement for the boys, whereas the girls had 11 % improvement).

In the "some" improvement column of the evaluation instrument as a group the boys were rated higher in items 3, 9, 11, 12, 15, 16, 17, and 18 as shown in Table 19.11; whereas the girls had a higher percent of "some" improvement ratings on items 1, 2, 6, 7, 8, 10, 13, and 14 as shown in Table 19.12. Both boys and girls received the same percent of ratings on items 4 and 5 in the "some" improvement column, 65 % and 63 % respectively.

TABLE 19.11

RANK ORDER OF THE PERCENT RATINGS FOR BOYS IN THE 'SOME' IMPROVEMENT COLUMN OF THE "POST KINDERGARTEN EVALUATION INSTRUMENT, SUMMER 1970"

Number of classrooms = 23*

N = 295

Item Number	Boys' Percent	Girls' Percent
3	68	55
9	73	72
11	73	69
12	70	63
15	77	76
16	79	77
17	72	70
18	68	67

*Two classes did not report their evaluative data.

TABLE 19.12

RANK ORDER OF THE PERCENT RATINGS FOR GIRLS IN THE 'SOME' IMPROVEMENT
COLUMN OF THE "POST KINDERGARTEN EVALUATION INSTRUMENT, SUMMER 1970"

Number of classrooms = 23*

N = 295

Item Number	Girls' Percent	Boys' Percent
1	65	61
2	66	65
6	73	67
7	70	69
8	69	68
10	70	69
13	69	68
14	74	68

*Two classes did not report their evaluative data.

The boys excelled the girls in all 18 items that were checked in the "none" improvement column.

Data in Table 19.08 indicate that a majority of the children, 85 %, exhibited some degree of improvement in the 18 categories listed; therefore, to some extent, the five objectives for the Post Kindergarten Summer Program, 1970, seem to have been met in the six week period, as indicated by teacher responses on the "Post Kindergarten Evaluation Instrument, Summer 1970."

An attempt was made to determine the improvement of children who had been in the previous Head Start Program and the Follow Through Program. Teachers were asked to do the following: (1) list in rank order the four students in each class who were most ready for first

19.16

grade, September, 1970; (2) list in rank order the four students who were least ready for first grade, September, 1970; (3) list the remaining group; then, (4) check the listed students who had been in Head Start, 1968-69, and Follow Through, 1969-70. It was found that very few teachers had access to the pupils' record in regard to prior participation in Head Start or Follow Through so that very little reliability could be placed on these data. They are therefore not reported.

Teachers were asked to give their opinion of the four hour orientation workshop. Nine felt it was of "much" value, 10 checked "moderate" value, three checked "little" value, one stated she did not attend because she was not notified, and no one checked the categories "none" or "detrimental".

Teachers were asked to indicate ways the workshop was helpful or of no help. The teacher responses were:

- (1) an opportunity to view new materials,
- (2) exchange ideas,
- (3) music demonstration,
- (4) math demonstration, and
- (5) workshop should have been held prior to summer classes.

In response to the question, "How much value do you feel the Post-Kindergarten Coordinator has been to the program?," the teachers checked the following categories:

<u>Category</u>	<u>Number of Teachers</u>
Much	13
Moderate	4
Little	6
None	0
Detrimental	0

The teachers perceived the coordinator helped in the following ways: (1) allocated available materials, (2) was willing to help, (3) did some telephoning about absent children, (4) visited classrooms, (5) outlined the program, and (6) gave helpful suggestions.

The contacts the coordinator had with each teacher ranged from one to six during the summer session.

Teacher responses to the question "Have you taught previous Post Kindergarten summer school programs?," are shown in Table 19.13.

TABLE 19.13

TEACHERS IN PREVIOUS POST KINDERGARTEN SUMMER PROGRAMS

N=23		
<u>Number of Post Kindergarten Summer Programs</u>	<u>Number of Teachers</u>	<u>Percent</u>
4	1	4
3	6	26
2	1	4
1	2	9
0	11	48
no reply	2	9
Total	23	100

Eleven teachers (48 %) had had no previous experience in the Post Kindergarten summer program; one teacher (4 %) had four summer school experiences, six teachers (26 %) had participated in three summer sessions, one teacher (4 %) had taught in two summer school sessions, two teachers (9 %) had had one summer school experience, and two teachers (9 %) did not reply to the question.

The classroom supplies most beneficial to teachers in the summer program were, in rank order:

- (1) Peabody Language Kit
- (2) Talking Storybook, Listen and Do
- (3) Three Dimensional Alpha-a-Number
- (4) McKee Alphabet Book
- (5) Talking Alphabet
- (6) Getting a Head Start
- (7) Felt letters and numbers
- (8) Stories on tapes and records plus head sets and cassettes
- (9) Weekly Reader
- (10) Little Owl Book Kit
- (11) Puzzles (words and phonics) and Lotto Games
- (12) Pre Number Demonstration Kit
- (13) Zip's Book of Wheels
- (14) Dandy Dog Book
- (15) Newsprint and construction paper

SUMMARY

Twenty-five classes for approximately 320 pupils were conducted in the Post Kindergarten Summer Program, 1970. An orientation workshop

was held in the afternoon of the first day of summer school and was considered beneficial by most of the teachers. The work of the coordinator was viewed by most teachers as most helpful.

In order to evaluate the Post Kindergarten experience the teachers were asked to indicate on the Post Kindergarten Evaluation Instrument whether the improvement of each pupil seemed to be "much," "some," or "none" in each listed goal or activity. It appears percentage-wise that improvement or gain was largely related to verbal behavior and language development. As indicated by teacher response on the evaluation instrument, both boys and girls increased their range of verbal vocabulary. The results also show the gigantic need for a program of intensive speech therapy for children at this particular age.

In summary, it appears that the summer school experience was meaningful, advantageous, and very worthwhile for most of the children who participated.

The main objective of most teachers was meaningful language development by means of an array of new intriguing experiences for children with people, places, and things, so that concepts were developed along with word symbols.

Some recommendations for next year are: (1) to be more specific on the evaluation instrument as to what is the minimum expectation involving auditory discrimination, retention, word association, language patterns, observational skills, mathematical concepts, etc.; and (2) to identify the effect of different instructional activities or methods upon the cognitive, social, and personal abilities of children at this age in order to help these children to learn and progress more effectively. The measurement instruments need to be more precise.

20.00

ACTIVITY EVALUATION

1. LEA District No. 259 Activity BASIC PRIMARY
2. Length of Activity Six weeks
- Beginning Date June 8, 1970 Ending Date July 17, 1970
- Hours per Week:
- Regular Session _____ Summer Session 10
3. Estimated Cost of this Activity \$13,313
4. Number of Public and Private School Students Participating in this Activity by Grade Level for each Session.

GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION		GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION	
	Public	Non-Public	Public	Non-Public		Public	Non-Public	Public	Non-Public
Pre-K					7				
K					8				
1			202		9				
2			111		10				
3			1		11				
4					12				
5					Ungraded				
6					TOTAL			314	

5. Number of Staff Involved in this Activity:
- Full Time _____ Half Time 30
6. Location of Activity:
- In Public School x
- In Non-public School _____

BASIC PRIMARY

The Basic Primary Program was designed for pupils in grades one and two who need additional instruction in basic reading skills. A correlated language arts curricula including activities in reading, spelling, listening, speaking, and writing which provided opportunity for an array of experiences in all phases of language development was emphasized for the summer program.

PROGRAM OBJECTIVES

1. To provide an extended reading program for "reluctant" first and second grade pupils who need more time in development of basic reading skills.
2. To increase pupil competency in word recognition and/or reading comprehension.
3. To provide a different environment for learning to read from the traditional type of classroom organization.
4. To promote pupil interest and commitment to reading by strengthening the basic language arts skills of listening, speaking, reading, writing, and spelling.

PROCEDURES

The instruction of Basic Primary is mainly an extension of the learnings that were begun in first and second grade and is geared mainly to those pupils who had difficulty with reading during the previous academic year. Classes of seven to thirteen pupils were conducted in the

Project SPEEDY summer schools. Instruction in the summer program tended to be more informal than in the regular year. Some language arts projects were conducted with the class as a group, such as writing class stories and rewriting the stories with a given pattern. Much of the class time was devoted to individual projects where each child worked at his own pace but had constant access to the teacher for direction and immediate feedback. Children worked individually on "category" booklets, story writing, phonics workbooks, and reading books.

EVALUATION STRATEGY

No standardized tests were planned to be used in the evaluation of the Basic Primary. A "Questionnaire for Evaluation of Basic Primary Title I Classes" was completed by each teacher in the program. A copy of the questionnaire may be found in the Appendix.

PRESENTATION OF RESULTS

A total of twenty-nine Basic Primary classes were scheduled in fifteen Title I designated elementary schools. Three schools had three classes each, eight schools had two classes each, and the remainder all had one class each. There was a total enrollment of 314 pupils of whom 180 (57%) were boys and 134 (43%) were girls. The racial composition was: White, 96 (31%); Oriental, 1 (.3%); Black, 201 (64%); Spanish American, 12 (4%); and American Indian, 4 (1%). Grades one, two, and three were represented by 202 (64%), 111 (35%), and 1 (.3%) respectively. The preceding percents may not total one

hundred because of rounding.

An evaluation questionnaire was distributed to the teachers of Basic Primary. To the question, "Did you teach this class last summer?", the teachers replied, "No", 17 or 59%; "Yes", 12 or 41%. Twenty-six or 90% said they would teach the class again next summer. Three (10%) were undecided.

Twenty-three teachers reported having the services of at least a part time aide. Five teachers reported that they had no aide. Twelve (41%) of the teachers reported having made home visits during the six-week summer session. In regard to the question about the adequacy of the services provided by the coordinator, sixteen (55%) felt they were of much value.

Two questions pertained to attendance. Of twenty-six classes reported, 169 pupils had fewer than five days' absence. The major factors which influenced attendance were:

Vacation of parents	19
Oversleeping	15
Lack of interest	11
Illness	8
Camping	3
Moved	2
Swimming, Babysitting, Boy Scouts	1 each.

The following kinds of audio-visual equipment were reported to have been used in the program (in order of frequency listed):

records and record player	23
film strips	20
cassette recorder/player	17
overhead projector	9
Viewlex	3
tape recorder and tapes	2
rearview projector	2
primer typewriter, Poloroid camera, movie projector, Tach X, Flash X	1 each.

Materials which were listed as most beneficial were:

Word Powers and Phonics Books, A, B, C	15
Games	12
Weekly Reader Phonics Series	9
"Time For Sounds"	7
"Riddle, Riddle, Rhyme Time"	5
Little Owl Books	2
Talking Alphabet	2
Peanut Butter Boy Kit	1
Primary S.R.A.	1

One item on the questionnaire asked, "How would you strengthen the program?" Responses are as follows:

"By having an aide assigned to check on attendance on a daily basis ... perhaps one to a building, who would check at 9:00 a.m. to see who is absent from each class, make phone calls, and if necessary make home visits that day."

"So many, most, had emotional problems, no father in home, mother either in school or at work. Children craved much individual attention. Would keep class small, not more than 6, so there was more time for individual reading help and giving attention to needs."

"I feel that the children should be screened so that only the children who want to come to school and are interested could have the best learning environment."

"By providing more structural activities in the form of work sheets or booklets."

"Team teaching could provide for more individualized instruction."

"Closer contact with the parents - perhaps social worker - someone to type, use machines, answer telephones, do bulletin boards."

"By having more new, easy reading materials (books)."

"Give high interest books - have one or two full time tutors."

"Keep classes 10 or below."

"More activities to strengthen their awareness of self and their abilities."

"We need more supplies and materials. If they could be here when school starts would be helpful."

COMMENTS ON RESULTS

While no provision was made to administer evaluative tests in this short program, it is evident from teacher comments on the evaluation questionnaire that pupil learning did take place, although not measured. Many teachers commented on the socialization process that occurred during the summer. Groups began as rather a loose-knit class of sometimes hostile individuals. However, by the end of the course, progress had been made in sharing, cooperation, and socialization.

21.00

ACTIVITY EVALUATION

1. LEA District No. 259 Activity CORRECTIVE READING2. Length of Activity Six weeksBeginning Date June 8, 1970 Ending Date July 17, 1970

Hours per Week:

Regular Session _____ Summer Session 103. Estimated Cost of this Activity \$16,433

4. Number of Public and Private School Students Participating in this Activity by Grade Level for each Session.

GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION		GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION	
	Public	Non-Public	Public	Non-Public		Public	Non-Public	Public	Non-Public
Pre-K					7				
K					8				
1					9				
2					10				
3			128		11				
4			119		12				
5			115		Ungraded				
6			63		TOTAL			425	

5. Number of Staff involved in this Activity:

Full Time _____ Half Time 39

6. Location of Activity:

In Public School x

In Non-public School _____

CORRECTIVE READING

The summer Corrective Reading program was designed for pupils in grades three through six who need additional instruction in basic reading skills before going on to the next higher grade in the fall. A correlated language arts curricula including activities in reading, spelling, listening, speaking, and writing which provided opportunity for an array of experiences in all phases of language development was emphasized for the summer program.

OBJECTIVES

1. To provide an extended reading program for third to sixth grade elementary pupils who need more time to develop basic reading skills.
2. To increase pupil competency in word recognition and/or reading comprehension.
3. To provide a different environment for learning to read from the traditional type of classroom organization.
4. To promote pupil interest and commitment to reading by strengthening the basic language arts skills of listening, speaking, reading, writing, and spelling.

PROCEDURES

Corrective reading summer instruction was mainly a continuation of the learnings which were begun during the school year. A more informal

class atmosphere was promoted. Classes were generally smaller so there was more time for individual help for the pupil. Classes were conducted in sixteen Title I designated schools. There were thirty-eight classes with an average of 11.2 pupils per class. Multiple procedures were utilized in the class instruction. These procedures consisted of: individualizing, small grouping, listening to story records and tapes, viewing film strips, spelling, and writing.

EVALUATION STRATEGY

A questionnaire, "Questionnaire for Evaluation of the Summer Corrective Reading (3-6), Title I", provided the major source of evaluative data for this program.

PRESENTATION OF DATA

The composition of the 38 classes of corrective reading was as follows:

Boys	-	216	51%	Caucasian	-	118	28%
Girls	-	209	49%	Oriental	-	1	<1%
Grade 3	-	128	30%	Negro	-	275	65%
Grade 4	-	119	28%	Spanish			
Grade 5	-	115	27%	American	-	29	7%
Grade 6	-	63	15%	American			
				Indian	-	2	<1%

Sixteen Title I elementary schools had corrective reading classes. Two schools had four classes each, four schools had three each, eight

schools had two each, and two schools had one each. There were an average of 11.2 pupils per class with the smallest being seven, the largest seventeen. Classes were usually organized with just third and fourth grade pupils or fifth and sixth grade pupils. A few classes encompassed three grade levels among their members.

Teachers were asked to rate their class members in terms of several areas. The following portions of the enrollment of 425 were judged to have made progress in the area listed:

Instructional level	37%
Interest and attitude	61%
Word recognition	50%
Expanded vocabulary and Vocabulary meanings	54%
Recreational reading	51%

The summer school corrective reading teachers, for the most part, had not taught the class in summer school before. Only 26 percent had taught summer school the year before. Eighty-two percent indicated they would like to teach again next summer. Thirteen percent were undecided, with only five percent giving a "No" response.

Teachers were asked for suggestions about how to strengthen the corrective reading program. Comments follow:

"These children should be grouped according to ability. It was quite confusing to be using a guide directed toward language arts and creative writing when the children could not and were not able to do it".

"It seems as though students need at least one type of text or set of stories, etc. from which to set goals and standards. Games are great but may tend to encourage somewhat haphazard methods."

"This building permitted scrubbing and varnishing of floors and stacking of 40 extra desks in the classroom assigned. The fumes almost drove us out and did make some ill. The assigned room was on the wrong side to get any breeze and the construction noise made listening extremely difficult. For 4½ weeks we couldn't use the bulletin boards because of the desks. This was a poor atmosphere for slow children to work in."

"I think in upper grades it would be better to separate boys and girls and have one hour of concentrated study. These kinds of pupils have a short attention span, tend to become tired after concentrated effort. I think also a decision of materials before hand and to keep a routine more or less so they know what they are expected to master and do."

"Have materials and enough supplies on time."

"There should be more planning, especially in each individual school."

"Screen the pupils with care. Eliminate known disciplinary problems. Select only those who realize their needs and are eager to correct or improve them. Disruptions retard the progress of everyone."

"Have enough equipment so that children can manipulate the machines themselves. We need materials when school starts and enough for each child."

"Try to get parents more involved."

"Have supplies in the building at the beginning of summer school."

"Full time librarian aides are a wonderful help. Equipment arriving earlier so we can plan it in scheduling the first week."

"Cooperation of the building principal."

"Provide a delivery and pick up truck for films."

"Better organization at the building level for distribution of supplies."

"I would lengthen the time required for summer school and provide additional coordinating help."

COMMENTS ON RESULTS

The summer 1970 Corrective Reading program provided an informal type of instruction for 425 elementary pupils, third through sixth grade. According to teacher responses, there seemed to be some frustration because of not having materials or supplies available at the beginning of summer school. It appeared that planning was not completed before summer school began.

22.00

ACTIVITY EVALUATION

1. LEA District No. 259 Activity Correlated Math-Science
2. Length of Activity Six weeks
- Beginning Date June 8, 1970 Ending Date July 17, 1970
- Hours per Week:
- Regular Session _____ Summer Session 10
3. Estimated Cost of this Activity \$18,794
4. Number of Public and Private School Students Participating in this Activity by Grade Level for each Session.

GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION		GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION	
	Public	Non-Public	Public	Non-Public		Public	Non-Public	Public	Non-Public
Pre-K					7				
K					8				
1					9				
2					10				
3			173		11				
4			167		12				
5					Ungraded				
6					TOTAL			340	

5. Number of Staff involved in this Activity:
- Full Time _____ Half Time 27
6. Location of Activity:
- In Public School x
- In Non-public School _____

CORRELATED MATH-SCIENCE PROJECT

INTRODUCTION

The Correlated Math-Science Program is a part of the Title I Summer Project, also known as Wichita's SPEEDY Project. Amendment Request #2. The project served 17 Title I schools for Unified District #259 in Wichita, Kansas.

The Correlated Math-Science Program was designed and organized to provide third and fourth grade public school children living in low-income target areas with two hours of instruction per day for a six week period. The children that participated were selected by the building principals from referral cards filled out by the classroom teachers.

This program design was purposely organized to be as completely different as possible from the specified curriculum of the regular school term. A systematic attempt to change the teacher's role from that of lecturer or expositor of information to that of a dialectic individual who analyzes and synthesizes experiences in order to further guide the child to develop his own generalizations and understandings of the basic concepts of science and mathematics through the opportunity of being able to explore, manipulate a variety of objects, and experiment with objects and materials in an accepting, flexible environment was tried. Furthermore, this design attempted to make allowances for the different stages of development in children, such as the readiness to add. A range of opportunity for growth by the student was provided by this design.

PROGRAM OBJECTIVES

1. The teacher participating in the Correlated Math-Science Summer Program will actively participate to develop, analyze, and apply the discovery method of teaching as determined by the following components:
 - (a) to provide an accepting atmosphere and physical environment where the child is free to explore, manipulate concrete objects, experiment, and question;
 - (b) to accept the child's answer as having some value;
 - (c) to provide several interest centers with a period for freedom of choice;
 - (d) to develop and incorporate the questioning approach (dialectic method) to help guide the child from concrete to abstract thinking; and,
 - (e) to provide the teacher an opportunity to work with an individual child and/or small groups.
2. The third or fourth grade student enrolled in the Correlated Math-Science Summer Program will develop knowledge of the concepts of property, material, and interaction systems as indicated by teacher responses on the knowledge items of a locally devised Correlated Math-Science Inventory, items 1, 2, 6, 8, 9, 10, 11, 16, and 17.
3. The third or fourth grade student enrolled in the Correlated Math-Science Summer Program will develop skill in observing, classifying, communicating, predicting, and inferring, as

measured by teacher observation and items of a locally devised Correlated Math-Science Inventory, items 3, 4, 5, 7, and 15.

4. The third or fourth grade student enrolled in the Correlated Math-Science Summer Program will develop:
 - (a) computational skills of the basic addition and subtraction facts from one to 12,
 - (b) the 36 basic multiplication facts from one to nine, and
 - (c) be able to give the answers accurately 90 % of the time, as measured by a locally teacher devised test with a time limit, and knowledge items 12, 13, and 14 on the Correlated Math-Science Inventory.
5. To provide a variety of new concrete manipulative materials in both the mathematics area and the science area for the children to use and manipulate for a wide range of experiences with concrete forms and objects to gain concrete knowledge and be able to transfer and apply this knowledge to a higher level of abstract cognition.
6. To provide an inservice workshop of four one-half days for the participating teachers in order for the participants to do the following:
 - (a) to plan,
 - (b) to present and discuss new methods on how to best utilize the materials,
 - (c) become knowledgeable of what the SCIS Kits contain,
 - (d) to examine Webster-McGraw-Hill Attribute Games, Tangrams, Mirror Cards, Ring Equalizer, and Jumbo Hundreds Board, and
 - (e) the overall objectives for the summer program.

PROCEDURES

Twenty-five classes with a range of 10 to 19 pupils per class were conducted in sixteen Title I schools in Unified School District No. 259.

The Correlated Mathematics-Science Program was designed to provide pupils living in the low-income target area with two hours (9:00-11:00 a.m.) of instruction per day, five days a week for a six week period. It was felt this particular time block would be most conducive for children in this area to attend.

Each classroom was staffed by a professionally trained teacher from the regular staff. A coordinator was employed four hours per day, five days a week for a six week period. The participating children were selected by the building principal from referral cards filled out and submitted by the classroom teachers. Opportunity grants were provided for children, if needed. An area principal provided administrative guidance for the summer program.

An orientation workshop was conducted four afternoons, three afternoons the first week of summer school and one afternoon the fourth week of the summer session. The coordinator and a specialist in Science Education from Wichita State University directed the workshop.

The primary focus of the workshop was to expose the twenty-five participating teachers to the newest and most recent developments, methods, and materials available in science and mathematics curricula in order to augment their teaching skill to be as dynamic and as effective as possible.

The Correlated Mathematics-Science Program was to be action-oriented and materials-centered to more adequately meet the needs of the children living in the inner city target area.

The teaching strategy suggested was to allow children to explore, to investigate, to discuss what they observed and to ask questions. The teacher had two functions: (1) to be an observer who listened to the children and noticed their progress in investigations, and (2) to be a guide who lead the children to see relationships of their findings to the key concepts of science.

Four process-oriented concepts to serve as analytical tools basic to an ability to pose and interpret scientific problems being investigated were introduced: (1) property, (2) reference frame, (3) system, and (4) model. According to the specialist the four concepts could find applicability in everyday life and were important analytical tools in the classroom laboratory as well as in the analysis of social interactions.

Definition of terms. Property was any quality used to compare or describe objects or concepts such as: (1) color, (2) shape, (3) size, (4) texture, or (5) material of which the object was composed. The concept of property refined the descriptive powers of the pupil.

The reference frame concept enabled pupils to understand that the position and motion of objects could be perceived, described, and recognized only with reference to other objects. Thus, the relativity of all properties to each other demonstrated that more than one description could be correct.

The system concept was a group of related objects that made a whole such as: seed, soil, moisture. System helped pinpoint where the interaction occurred.

The model concept was a mental image of a real system which led pupils from evidence of interaction to a hypothesized explanation of how the system functioned.

Piaget's theory was introduced. There was considerable discussion of Piaget's theory of cognitive development and how to implement his ideas into the day-to-day routine of teaching. For Piaget, intelligence is a continuing process of adaptation and organization as the child interacts with the physical and social environment. Organization of the child's intelligence is based on schemas. The schemas provide the child with a system of ordering. Adaptation is divided into assimilation and accomodation.

Piaget's series of developmental stages were: (1) sensory-motor, (2) preoperational, (3) concrete operational, and (4) formal operations.

It was suggested: (1) begin with concrete objects to build conceptual relationships à la Piaget, (2) build listening skills in order to discriminate well between sounds, (3) see differences among objects, shapes, letters, etc., (4) expand children's vocabulary by repeating their verbs and adjectives as feedback, and (5) to build language in order for their schooling to gain meaning.

During the workshop, three specific types of lessons were demonstrated: (1) exploratory lesson, (2) invention lesson, and (3) discovery lesson. Voluminous mimeographed materials were distributed to the teachers for future reference. Also, each teacher was provided

with a list of behavioral objectives for the summer program.

The materials used were: (1) SCIS Kits: Material Objects and Interactions and Systems, (2) Attribute Games and Problems, (4) Mirror Cards, (5) Tangram Cards, (6) Tangram Pieces, (7) Ring Equalizer, (8) Jumbo Hundreds Board, and (9) Practice in Mathematics, Grades 2, 3, and 4.

EVALUATION STRATEGY

The primary factors considered in the evaluation were the stated objectives in the program. The sources of evaluative data used to determine the improvement of pupils during the project were: (1) enrollment records, (2) An Inventory for Correlated Mathematics-Science Classes, (3) a Checklist for Evaluation of Interaction, (4) a Pre-Posttest of addition and subtraction facts from 1 to 10 and the 36 basic multiplication facts, and (5) an evaluation questionnaire for teachers. The inventory, checklist, and basic fact sheets were administered to a stratified random sampling of children enrolled in Correlated Mathematics-Science classes. These instruments were locally developed. Copies of the evaluation instruments are included in the Appendix.

PRESENTATION OF DATA

Approximately 340 pupils were involved in this project. Participation data are shown in Table 22.01.

The classes ranged from 10 to 19 pupils. The mean class enrollment was 13.6; the median class enrollment was 13.

TABLE 22.01

PARTICIPATION STATISTICS FOR ALL CLASSES COMBINED
ENROLLED IN CORRELATED MATHEMATICS-SCIENCE CLASSES, SUMMER, 1970

Number of classes = 21*								
Class	Total Number of Pupils	Male	Female	Race**				
				1	2	3	4	5
1. A	10	7	3	2	0	3	5	0
2. B	10	9	1	5	0	2	3	0
3. C	13	10	3	0	0	13	0	0
4. D	19	11	8	0	0	19	0	0
5. E	14	8	6	0	0	14	0	0
6. F	16	6	10	0	0	16	0	0
7. G	12	7	5	0	0	12	0	0
8. H	12	6	6	7	0	4	0	1
9. I	12	6	6	0	0	12	0	0
10. J	14	6	8	12	0	0	1	1
11. K	13	3	10	0	0	13	0	0
12. L	18	5	13	0	0	18	0	0
13. M	14	6	8	9	1	1	2	1
14. N	13	4	9	0	0	13	0	0
15. O	18	12	6	15	0	3	0	0
16. P	12	8	4	10	0	0	2	0
17. Q	11	4	7	5	0	6	0	0
18. R	13	6	7	6	0	2	5	0
19. S	12	8	4	0	0	12	0	0
20. T	13	6	7	0	0	13	0	0
21. U	16	9	7	8	0	0	8	0
Total	285	147	138	79	1	176	26	3
Percent		52	48	27	1	62	9	1

*Four classes did not send their data.

**1=Caucasian, 2=Oriental, 3=Negro, 4=Spanish American, 5=American Indian.

TABLE 22.02

RACIAL AND SEX DISTRIBUTION OF BOYS AND GIRLS ENROLLED
IN CORRELATED MATHEMATICS-SCIENCE SUMMER PROGRAM, 1970

Number of Classrooms = 21*

	Caucasian	Oriental	Negro	Spanish American	American Indian	Total
Number of Pupils	79	1	176	26	3	285
Percent	27	1	62	9	1	100

* 4 classes did not send their data.

Of the total number of pupils enrolled in the Correlated Mathematics-Science Summer program, 27 percent were Caucasian, one percent (1) was Oriental, 62 percent were Negro, nine percent were Spanish American, and one percent (3) was American Indian.

Fifty-two percent (147) of the pupils were boys and forty-eight percent (138) of the pupils were girls. Four percent more boys participated in the Correlated Mathematics-Science Program than girls this summer.

Fifty-one percent of the pupils were in the third grade and 49 percent of the pupils were in the fourth grade.

TABLE 22.03

RACIAL AND SEX DISTRIBUTION OF TEACHERS PARTICIPATING
IN THE CORRELATED MATHEMATICS-SCIENCE SUMMER PROGRAM, 1970

Number of teachers = 25

Teachers*	Caucasian	Percent	Negro	Percent	Total	
					Number	Percent
Male	5	20	4	16	9	36
Female	14	56	2	8	16	64
Total	19	76	6	24	25	100

*Only Caucasian and Negro teachers participated in the program.

The percentage distribution of teachers in Correlated Mathematics-Science summer program was 36 percent male, 64 percent female, 76 percent Caucasian, and 24 percent Negro as shown in the table above.

The teachers were asked to complete one form of the Pupil Inventory for Correlated Mathematics-Science Classes, Summer, 1970 for a stratified random sampling of children to determine whether the pupils had acquired or made improvement in certain observable skills. The results for the combined classes are shown in Tables 22.04 and 22.05.

According to teacher responses on the Inventory for Correlated Mathematics-Science, the majority of children improved during the six weeks summer session as shown in Table 22.06.

TABLE 22.04

RESPONSES OF TEACHERS ON THE
PUPIL INVENTORY FOR CORRELATED MATHEMATICS-SCIENCE CLASSES
 CONCERNING THE IMPROVEMENT OF THIRD GRADE PUPILS
 ENROLLED IN THE CORRELATED MATHEMATICS-SCIENCE
CLASSES, SUMMER, 1970

Number Of Classes = 25
 Number Of Pupils = 45

Number and Percent Of Pupils

	Acceptable Answer		Unacceptable Answer		Not Observed		No Response	
	#	%	#	%	#	%	#	%
1. The child is able to name verbally four properties of an object according to:								
a. size	43	96	1	2			1	2
b. shape	44	98	1	2				
c. color	45	100						
d. texture	43	96	2	4				
e. tell what sense he used to determine each	43	96	2	4				
2. The child is able to sort objects according to a property given by the teacher.	45	100						
3. The child is able to construct a classification of objects and to sort objects according to a property of his own choice.	43	96	1	2			1	2
4. The child is able to describe to others the characteristics he has chosen for his method of classification.	42	93	2	4			1	2

TABLE 22.04 (cont'd)

	Acceptable Answer		Unacceptable Answer		Not Observed		No Response	
	#	%	#	%	#	%	#	%
5. The child is able to infer verbally as to what property his neighbors sorted their objects.	43	96	2	4				
6. Given a common object of one material, the child names:								
a. the object	45	100						
b. the material	43	96	2	4				
c. the property								
7. With an assortment of 20 objects such as rocks, leaves, etc. the child classifies them according to:								
a. common properties	43	96	1	2			1	2
b. can identify one similarity	43	96	1	2			1	2
c. can identify one difference	41	91	2	4			2	4
8. Given a property for objects for set A, a property for set B, and 10 objects, the child is able to:								
a. place objects in the correct set according to a given property	43	96	2	4				
b. place objects in the intersecting set if it has properties of both sets	33	73	12	27				
c. give the cardinal number of the objects in each set including the intersecting set	36	80	8	18			1	2
d. identify an empty set	32	71	13	29				

TABLE 22.04 (cont'd)

	Acceptable Answer		Unacceptable Answer		Not Observed		No Response	
	#	%	#	%	#	%	#	%
9. The child is able to arrange 10 objects of different sizes such as length or width in order from:								
a. largest to smallest	44	98	1	2				
b. longest to shortest	44	98	1	2				
10. The child is able to fold a square piece of paper to show								
a. how many diagonals in a square	34	76	5	11	5	11	1	2
b. how many bisecting lines or lines of symmetry in a square	30	67	7	16	7	16	1	2
c. name the shapes created by the folds	35	78	4	9	5	11	1	2
11. Given a square sheet of paper and another square the same size cut into seven simple geometric shapes such as squares, triangles, and rectangles, the child is able to fit the pieces into the first square.	37	82	5	11	2	4	1	2
12. The child is able to solve addition and subtraction facts from 1 to 10 accurately by the end of the 1970 summer school session.	38	84	5	11			2	4
13. The child is able to compute the 36 basic multiplication facts from 1 to 9 and will demonstrate at least 50% or more improvement by the end of summer school.	30	67	9	20	6	13		
14. Given three numbers such as 6, 7, 13, the child is able to show four (4) relative number facts.	39	87	5	11			1	2

TABLE 22.04 (cont'd)

	Acceptable Answer		Unacceptable Answer		Not Observed		No Response	
	#	%	#	%	#	%	#	%
15. The child is able to demonstrate with a compass and magnet that one end of the magnet attracts the needle of the compass while the other end of the magnet repels the needle.	4	9			33	73	8	18
16. With blue print paper and sunlight, food color and water, ice cube or magnet and several objects, the child is able to tell:								
a. if there is interaction	28	62			17	38		
b. to give or state the evidence of interaction	25	56	1	2	17	38	2	4
17. With a battery, light bulb and copper wire, the child is able to:								
a. identify it as a system	26	58	2	4	17	38		
b. name the objects in a system	27	60	1	2	17	38	2	4
c. give the evidence of interaction	28	62	6	13	11	24		

TABLE 22.05

RESPONSES OF TEACHERS ON THE
PUPIL INVENTORY FOR CORRELATED MATHEMATICS-SCIENCE CLASSES
 CONCERNING THE IMPROVEMENT OF FOURTH GRADE PUPILS
 ENROLLED IN THE CORRELATED MATHEMATICS-SCIENCE
CLASSES, SUMMER, 1970

Number Of Classes = 25
 Number Of Pupils = 55

Number and Percent Of Pupils

	Acceptable Answer		Unacceptable Answer		Not Observed		No Response	
	#	%	#	%	#	%	#	%
1. The child is able to name verbally four properties of an object according to:								
a. size	54	98	1	2				
b. shape	53	96	2	4				
c. color	55	100						
d. texture	52	95	3	5				
e. tell what sense he used to determine each	50	91	4	7	1	2		
2. The child is able to sort objects according to a property given by the teacher.	53	96	2	4				
3. The child is able to construct a classification of objects and to sort objects according to a property of his own choice.	51	93	4	7				
4. The child is able to describe to others the characteristics he has chosen for his method of classification.	50	91	4	7			1	2

TABLE 22.05 (cont'd)

	Acceptable Answer		Unacceptable Answer		Not Observed		No Response	
	#	%	#	%	#	%	#	%
5. The child is able to infer verbally as to what property his neighbors sorted their objects.	44	80	9	16	2	4		
6. Given a common object of one material, the child names:								
a. the object	51	93	3	5	1	2		
b. the material	50	91	4	7	1	2		
c. the property	50	91	4	7	1	2		
7. With an assortment of 20 objects such as rocks, leaves, etc. the child classifies them according to:								
a. common properties	47	85	6	11	2	4		
b. can identify one similarity	50	91	3	5	2	4		
c. can identify one difference	49	89	3	5	3	5		
8. Given a property for objects for set A, a property for set B, and 10 objects, the child is able to:								
a. place objects in the correct set according to a given property	49	89	6	11				
b. place objects in the intersecting set if it has properties of both sets	43	78	11	20	1	2		
c. give the cardinal number of the objects in each set including the intersecting set	44	80	11	20				
d. identify an empty set	45	82	10	18				

TABLE 22.05 (cont'd)

	Acceptable Answer		Unacceptable Answer		Not Observed		No Response	
	#	%	#	%	#	%	#	%
9. The child is able to arrange 10 objects of different sizes such as length or width in order from:								
a. largest to smallest	55	100						
b. longest to shortest	55	100						
10. The child is able to fold a square piece of paper to show								
a. how many diagonals in a square	44	80	9	16	2	4		
b. how many bisecting lines or lines of symmetry in a square	36	66	16	29	3	5		
c. name the shapes created by the folds	44	80	7	13	3	5	1	2
11. Given a square sheet of paper and another square the same size cut into seven simple geometric shapes such as squares, triangles, and rectangles, the child is able to fit the pieces into the first square.	37	67	14	25	4	7		
12. The child is able to solve addition and subtraction facts from 1 to 10 accurately by the end of the 1970 summer school session.	49	89	6	11				
13. The child is able to compute the 36 basic multiplication facts from 1 to 9 and will demonstrate at least 50% or more improvement by the end of summer school.	34	62	21	38				
14. Given three numbers such as 6, 7, 13, the child is able to show four (4) relative number facts.	41	75	12	21	2	4		

TABLE 22.05 (cont'd)

	Acceptable Answer		Unacceptable Answer		Not Observed		No Response	
	#	%	#	%	#	%	#	%
15. The child is able to demonstrate with a compass and magnet that one end of the magnet attracts the needle of the compass while the other end of the magnet repels the needle.	4	7	3	5	44	80	4	7
16. With blue print paper and sunlight, food color and water, ice cube or magnet and several objects, the child is able to tell:								
a. if there is interaction	29	52	6	11	18	33	2	4
b. to give or state the evidence of interaction	30	55	4	7	19	35	2	4
17. With a battery, light bulb and copper wire, the child is able to:								
a. identify it as a system	18	32	6	11	29	53	2	4
b. name the objects in a system	19	35	4	7	29	53	1	2
c. give the evidence of interaction	20	36	9	16	24	44	2	4

TABLE 22.06

RESPONSES OF TEACHERS ON THE
PUPIL INVENTORY FOR CORRELATED MATHEMATICS-SCIENCE CLASSES
CONCERNING THE COMBINED PUPIL IMPROVEMENT IN CORRELATED
MATHEMATICS-SCIENCE SUMMER CLASSES, 1970

Number Of Classes = 25
 Number Of Pupils = 100

Percent Of Pupils

	Acceptable Answer	Unacceptable Answer	Not Observed	No Response
1. The child is able to name verbally four properties of an object according to:				
a. size	97	2		1
b. shape	97	3		
c. color	100			
d. texture	95	5		
e. tell what sense he used to determine each	93	6	1	
2. The child is able to sort objects according to a property given by the teacher.	98	2		
3. The child is able to construct a classification of objects and to sort objects according to a property of his own choice.	94	5		1
4. The child is able to describe to others the characteristics he has chosen for his method of classification.	92	6		2

TABLE 22.06 (cont'd)

	Acceptable Answer	Unacceptable Answer	Not Observed	No Response
5. The child is able to infer verbally as to what property his neighbors sorted their objects.	87	11	2	
6. Given a common object of one material, the child names:				
a. the object	96	3	1	
b. the material	93	6	1	
c. the property	95	4	1	
7. With an assortment of 20 objects such as rocks, leaves, etc. the child classifies them according to:				
a. common properties	90	7	2	1
b. can identify one similarity	93	4	2	1
c. can identify one difference	90	5	3	2
8. Given a property for objects for set A, a property for set B, and 10 objects, the child is able to:				
a. place objects in the correct set according to a given property	92	8		
b. place objects in the intersecting set if it has properties of both sets	76	23	1	
c. give the cardinal number of the objects in each set including the intersecting set	80	19		1
d. identify an empty set	77	23		

TABLE 22.06 (cont'd)

	Acceptable Answer	Unacceptable Answer	Not Observed	No Response
9. The child is able to arrange 10 objects of different sizes such as length or width in order from:				
a. largest to smallest	99	1		
b. longest to shortest	99	1		
10. The child is able to fold a square piece of paper to show				
a. how many diagonals in a square	78	14	7	1
b. how many bisecting lines or lines of symmetry in a square	66	23	10	1
c. name the shapes created by the folds	79	11	8	2
11. Given a square sheet of paper and another square the same size cut into seven simple geometric shapes such as squares, triangles, and rectangles, the child is able to fit the pieces into the first square.	74	19	6	1
12. The child is able to solve addition and subtraction facts from 1 to 10 accurately by the end of the 1970 summer school session.	87	11		2
13. The child is able to compute the 36 basic multiplication facts from 1 to 9 and will demonstrate at least 50% or more improvement by the end of summer school.	64	30	6	
14. Given three numbers such as 6, 7, 13, the child is able to show four (4) relative number facts.	80	15	5	

TABLE 22.06 (cont'd)

	Acceptable Answer	Unacceptable Answer	Not Observed	No Response
15. The child is able to demonstrate with a compass and magnet that one end of the magnet attracts the needle of the compass while the other end of the magnet repels the needle.	8	3	77	2
16. With blue print paper and sunlight, food color and water, ice cube or magnet and several objects, the child is able to tell:				
a. if there is interaction	57	6	35	2
b. to give or state the evidence of interaction	55	5	36	4
17. With a battery, light bulb and copper wire, the child is able to:				
a. identify it as a system	44	8	46	2
b. name the objects in a system	46	5	46	3
c. give the evidence of interaction	48	10	40	2

The mean number of acceptable answers for pupils in the third grade was 28 out of 34 (100%) possible answers; the mean number of acceptable answers for pupils in the fourth grade was 26.

From classroom observation, an interview with the Correlated Math-Science Coordinator, and teacher responses on the evaluation questionnaire it appears that Objectives 1, 5, and 6 were met successfully.

Teacher responses on the Correlated Mathematics-Science Inventory indicate that Objective 2 was met by 87 percent of the pupils except for items 16 and 17 on system interaction. Objective 3 appears to be met except for item 15 -- again on system interaction, and Objective 4 was met by 64 percent of the pupils.

The only item on Table 22.06, combined pupil responses, to receive 100 percent response was the knowledge item of the property of color (item 1, part c). The lowest percent of improvement observed was item 17 on system. (Actually, item 15 was the lowest, but 77% of the children were "not observed" in regards to this item.)

It appears that the concepts of property and reference frame were understood and applied by the majority of the pupils; however, the teacher responses do not indicate that the concept of system interaction or model were developed, as the majority of teachers checked the "not observed" category. Perhaps the time factor of six weeks was too short to fully develop these concepts. This would be one area to compare with the full year program or with next summer's program.

It appears that the science skills of observing, classifying, and communicating were improved by the majority of children as measured by teacher observation.

Language of the children was augmented by abundant use of language to describe: (1) objects and properties, (2) what they observed, (3) why they classified one object and not another, (4) recording a word he/she wanted to remember, and (5) communicating his collected evidence to others. There was constant feedback and reinforcement of success experiences.

The teachers were asked to complete the "Checklist For Evaluation of Interaction" for a stratified random sampling of children. They were asked to indicate if the improvement of growth was of "great extent", "some extent", or "little extent" to help determine if some improvement in growth had occurred during the summer school program. The results are shown in Table 22.07.

As indicated by teacher responses, 33 percent of the pupils improved a "great extent", and 19 percent improved to a "little extent".

In rank order, the five items in which the pupils had "great extent"/improvement in growth were:

Item Number	Statement	Percent who were rated as "great extent"/ improvement in growth
10	Enjoys group work	51
3	Willingly shares ideas and materials	48
7	Works courteously and happily with others	47
4	Accepts suggestions and help	44
5	Takes part in discussions	42

TABLE 22.07

RESPONSES OF TEACHERS CONCERNING IMPROVEMENT
OF PUPILS IN CORRELATED MATHEMATICS-SCIENCE
PROGRAM, TITLE I, SUMMER, 1970

Number of Classrooms = 25		Number of Pupils = 100 percent of pupils making improvement		
<u>Behavior Observed</u>		<u>A Great Extent</u>	<u>Some Extent</u>	<u>Little Extent</u>
1. Is sensitive to needs and problems of others		27	46	27
2. Helps others meet needs and solve problems		28	49	23
3. Willingly shares ideas and materials		48	37	15
4. Accepts suggestions and help		44	47	9
5. Makes constructive suggestions		31	50	19
6. Sticks to group plans and decisions		37	41	22
7. Works courteously and happily with others		47	41	12
8. Gives encouragement to others		23	50	27
9. Respects the property of others		40	51	9
10. Enjoys group work		51	37	12
11. Thanks others for help		20	56	24
12. Commends others for contributions		13	55	32
13. Accepts marked differences and abnormalities in others by displaying empathy and understanding		20	53	27
14. Takes part in discussions		42	45	13
15. Seeks leadership roles		31	43	26
16. Accepts leadership from peers		32	49	19
17. Respects and accepts himself by recognizing his own strengths and weaknesses		28	58	14
Total		562	808	330
Percent		33	48	19

The smallest amount of improvement was in item 12, "commends others for contributions" as shown in Table 22.07.

On the questionnaire the teachers were asked to give their opinion of the four one-half days inservice workshop. Eighteen teachers felt it was of "much" value, three checked of "some" value, and no one checked the "none" category. Four teachers did not send their evaluation data.

Some teacher comments were:

"Very helpful. I got a lot of ideas that I was able to use successfully."

"The workshop sessions are of invaluable benefit in the teaching of the various materials with additional reinforcement by the sharing of techniques."

"The math and science demonstrations were very helpful..."

"Without the workshops the task of teaching the class would have been difficult."

"....The children got a big bang out of the program because it was something different from the regular session."

"The workshop gave me first hand experience with the materials to be used for the summer. Also, there were many creative ideas such as math games that helped enrich the classroom activities."

In response to the question, "How many sessions (workshop) did you attend?", the teachers reported the following:

<u>Workshop Sessions Attended</u>	<u>Percent of Teachers</u>
Four Sessions	66 (14)
Three Sessions	10 (2)
Two Sessions	10 (2)
One Session	14 (3)

Seventy-six percent (16) of the teachers responded that the coordinator's help was of "much" value, 24 percent (5) thought it was of "some" value, and no one checked the "none" category.

The teachers perceived the coordinator helped in the following ways:

- (1) furnished helpful ideas and suggestions,
- (2) provided a well planned workshop,
- (3) was helpful within the classroom as well as other times,
- (4) always on the job, ready to assist when possible, and
- (5) allocated materials.

Several teachers suggested the workshop should be held a week before the summer session starts.

Each teacher was asked to describe briefly the instructional procedures and class activities used this summer. The general format of the class was:

- (1) an informal, pleasant atmosphere with conversation about something children had brought or suggested,
- (2) exploratory activities using materials and games discussed at the workshop,
- (3) short math lessons with small groups at different interest centers using games or SCIS materials,
- (4) sometimes activities were done as a class such as a histogram, then split up and different small groups pursued different science experiments, and
- (5) object walks to find objects to describe and use and observe how many ways numbers are used on the streets around the school building and within the school.

Some comments about their approaches were as follows:

"I used concrete things to begin an activity and then would go to the abstract. Played games to cover different concepts. Did some role playing and some paper and pencil work. The children would actually do the experiments with suggestions and some help from the teacher."

"I used the kit for Material Objects and went through the entire unit. ...We used some interaction during the last 7 days (as changing liquids, sugar, cool aid, batteries, etc.). We played many math games and used the attribute sets. I individually helped those having difficulty. We left a times chart up for reference. They also grew plants and enjoyed that. Tangrams and mirror cards were enjoyed..."

The general format of the classes was: (1) an informal, pleasant atmosphere with conversation about something children had brought or suggested; (2) exploratory activities using materials and games discussed at the workshop; (3) short math lessons with small groups at different interest centers using games, SCIS materials, attribute games, tangrams, or mirror cards; (4) sometimes activities were done as a class, such as a histogram, then split up and different small groups pursued science experiments; and (5) object walks to find objects to describe and use and observe how many ways numbers are used on the streets around the school building and within the school.

Teachers administered a basic fact test to a stratified, randomly selected group of 100 pupils during the first week. The same basic facts were administered again during the last week of summer school. Ninety-one pupils were present for the second test. Results of the Pre - Post Basic Fact Test are shown in Table 22.08.

TABLE 22.08
COMPARISON OF PRETEST AND POSTTEST
PERCENT OF CORRECT RESPONSES ON
118-POINT BASIC FACT TEST

N=91

Percent Correct Response Interval	Number of Pupils	
	Pretest	Posttest
90 - 100	27	41
80 - 89	11	16
70 - 79	11	7
60 - 69	16	11
below 60	26	16
Total	91	91
Mean Number Items Correct	82.2	91.9
Range (Percent)	19 to 100	3 to 100

In Table 22.08 above, of the 91 pupils who responded to both the pretest and posttest Basic Fact Test, there was an increase from 27 to 41 for those who got 90 percent or more of the items correct. Overall, on the pretest, the mean number of correct items was 82.2, while on the posttest, the number increased to 91.9.

A distribution of the percents of gains from pretesting to post-testing are shown in Table 22.09.

22.30

TABLE 22.09
GAIN DISTRIBUTIONS ON BASIC FACT TEST
N=91

Gain Intervals (Percents)	Number of Pupils
Loss or no gain	22
1 - 10	32
11 - 20	20
21 - 30	12
31 - 40	3
41 - 50	1
51 or greater	1

The average percent of gain was 8.25. The range of gains was from -23 to +57.

COMMENTS ON RESULTS

Based on the results of this activity, most of the objectives appear to have been met to some degree during the course of instruction. Seventeen of the 34 items on the combined inventory were passed by ninety or more percent of the children in the course. Forty-one percent of the children achieved at or above the ninety percent level on the Basic Fact sheet. Improvement needs to be made in order to meet this objective.

23.00

ACTIVITY EVALUATION

1. LEA District No. 259 Activity GREEN THUMB2. Length of Activity 13½ weeksBeginning Date April 1, 1970 Ending Date July 31, 1970

Hours per Week:

Regular Session _____ Summer Session 103. Estimated Cost of this Activity \$3,200

4. Number of Public and Private School Students Participating in this Activity by Grade Level for each Session.

GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION		GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION	
	Public	Non-Public	Public	Non-Public		Public	Non-Public	Public	Non-Public
Pre-K					7				
K					8				
1					9				
2					10				
3					11				
4				12	12				
5				14	Ungraded				
6				13	TOTAL				39

5. Number of Staff involved in this Activity:

Full Time _____ Half Time 5

6. Location of Activity:

In Public School Ingalls - base school; 9th & Minnesota - garden site

In Non-public School _____

GREEN THUMB

Project Green Thumb was a garden project designed to provide learning activities in an outdoor horticultural setting.

A group of elementary school children from a Title I school were selected for the program. The children were at grade levels four, five, and six.

The general supervisor of the program was the Supervisor of Trade and Industry Education for the Wichita Area Vocational - Technical School. He supervised the program in addition to his regular duties. His role in the Green Thumb project included the following:

- (a) Made initial proposals, plans, and preparations
- (b) Arranged for garden site
- (c) Arranged for preparation of the plot for gardens
- (d) Purchased supplies
- (e) Recommended personnel to staff program
- (f) Obtained irrigation facilities
- (g) Generally supervised the program
- (h) Assisted in arrangements for food preservation class and facilities.

A program coordinator was selected from the professional staff of the elementary school from which participants were selected and employed 20 hours a week for eight weeks. The responsibilities of the program coordinator were to:

- (a) Assist in planning the format of the project
- (b) Arrange for enrollment of participants

23.02

- (c) Give any necessary formal instruction to pupils
- (d) Coordinate activities of the aides
- (e) Maintain contact with parents of participants
- (f) Provide necessary data for evaluation of the project
- (g) Be responsible for general organization and administration during the project.

One senior aide and two junior aides were employed. The senior aide was employed 20 hours a week for 13 weeks. The aides generally supervised the garden area and assisted children with their garden activities. The junior aides were employed 20 hours a week for 12 weeks.

The activities of the aides are listed below:

- (a) Helped children plant and harvest garden
- (b) Showed children how to remove weeds from the garden
- (c) Watered gardens
- (d) Showed children and assisted them in weighing the produce
- (e) Showed children how to estimate retail value of their produce
- (f) Helped keep records of harvested products.

The garden site selected was in the general area in which the participants live. The use of the site for the summer was donated by a local business firm. The garden was plowed by a commercial operator. The supervisor further prepared the site and immediate area. The site was subdivided into approximately 50 garden plots, each 25' x 25' with walkways between gardens. Irrigation was obtained from a shallow well which was constructed using a backhoe, obtained from the maintenance department of the school district, to dig away enough dirt to drive a

sandpoint to the water source. A used gasoline pump, furnished by the local school district, was installed and appropriate connections made for hoses. A fence was originally proposed to discourage vandalism and pilfering but it was decided to begin without a fence. Problems of this type were not encountered.

Equipment purchased for the project included a sandpoint for the well, sprinklers, water hoses, and miscellaneous garden hand tools, such as hoes and rakes. Very few children had their own equipment.

The coordinator was responsible for enrolling children in the program. Letters were sent to parents of fourth, fifth, and sixth grade pupils explaining the program in general terms. The coordinator talked with the children at school to explain the program. Pupils who were interested tentatively enrolled at school, then talked with their parents about the program. Pupils and their parents who had expressed interest in the program were invited to a meeting with the general supervisor, coordinator, and instructor in horticulture from the local vocational-technical school, and one of the aides.

The plans for the program were explained. Topics included types of plants to grow, gardening hours for students, use of garden tools, and the equipment furnished. To complete the enrollment, pupils and parents signed an agreement which placed in writing the details of the program and the responsibilities of the pupils. (See copy of agreement in Appendix.)

The children planted seeds during the first and second weeks of May. The types of vegetables planted for the project included radishes,

23.04

lettuce, beets, carrots, okra, tomatoes, turnips, potatoes, green beans, cabbage, and cucumbers. A few flowers were also planted.

The children assumed responsibility for general maintenance of their gardens. The aides were responsible for watering gardens. The aides also assisted pupils and gave instructions when needed.

Children were scheduled in groups of approximately six pupils for two-hour blocks three days a week. One group was scheduled from 7:00 a.m. to 9:00 a.m. on Monday, Wednesday and Friday, another group at the same time on Tuesday, Thursday and Saturday. Other groups were scheduled in the same manner at 9:00 a.m. to 11:00 a.m. and 5:00 p.m. to 7:00 p.m.

A "Garden Day" was held at approximately mid-term. The individual gardens were judged by their general appearance, which reflected the general planning and care given each plot. Prizes of three dollars for first place, two dollars for second place, one dollar for third, and 50 cents for four or five honorable mention awards were given. This activity was designed to add interest and to provide additional incentive to the participants.

After the program had been in progress long enough to harvest the first items, a food preservation session was held at a neighborhood community building where equipment and room were available to allow demonstrations and class participation. A home economist from the Kansas State University Extension Division demonstrated the proper techniques for canning and freezing green beans which were harvested from the garden. The children attending this session participated in actual food preservation procedures under the supervision of the home economist. The girls were given two United States Printing Office

Publications, "Home Canning of Fruits and Vegetables" and "Home Freezing of Fruits and Vegetables."

Harvesting continued through the summer session. All garden produce became the property of the individual gardener for his use at home. Some items such as tomatoes and okra could not be harvested until after the formal program was completed on July 31.

A newspaper account of the program is reproduced below:

Pupils' Vegetable Gardens Now Ready for Harvesting

Picture Page 1A

A group of Ingalls Elementary School children this summer has traded reading, 'riting and 'rithmetic for raking and they're starting to reap the results.

Each of the 35 fourth, fifth and sixth graders planted vegetable gardens early in May. Plantings included beans, okra, radishes and tomatoes in 25-foot square garden plots which are summer classrooms for each of the children.

THE PROJECT, dubbed "Green Thumb," is financed through federal funds. It is perhaps the most unique of 14 programs which comprise the summer segment of the Wichita Public Schools' Project SPEEDY (Special Program to Enhance the Education of Disadvantaged Youth).

Land for the project, along the 800 block of North Minnesota, was provided by Quality Chevrolet, with the understanding that the unused portion of the nine-acre plot be mowed regularly.

Mrs. Hazel Parks, home-school coordinator at Ingalls during the regular school year, is coordinator of the project.

A TEXAS farm girl and homemaking teacher for many years, Mrs. Parks' background has sparked her enthusiasm for the program.

"The children get a lot of education from the program," Mrs. Park said.

In addition to learning how to plant and care for the garden, the children have been taught how to weigh their produce, or compare prices and quality of produce, and to figure out how much money they're saving by growing vegetables for their family.

Mrs. Parks said one of the parent volunteers, Mrs. Marie Wilson, has been extremely helpful in teaching children when and how to harvest the crops.

"One little girl brought me a handful of okra leaves," Mrs. Parks said affectionately. "So I explained that we had to wait until the pods grew before we could pick the okra."

ANOTHER IMPORTANT part of the program has been teaching the children and their parents about food preservation.

Mrs. Parks conducted a

"food preservation day" last week to teach some of the methods of freezing foods.

"One little girl harvested about three cups of beans from her garden a couple of days ago, brought them up to show me, then said she was going to take them home and can them.

"It was a real milestone for me. Not only did she want to preserve the food, but she realized that she didn't have to have a huge quantity to do so."

STUDENTS HAVE scheduled times when they're to work in their garden plots, usually about an hour or hour and a half every other day. Mrs. Parks and her three aids are on duty from 8 to 11 a.m. and 5 to 7 p.m. daily.

Children use tools provided by the project and keep a daily progress record.

Although the 13-week project officially ends July 31, Mrs. Parks expects the children to continue maintaining their gardens and harvesting late-producing vegetables.

(From the Wichita Beacon, July 15, 1970.)

During the program the general supervisor took 35 mm slides and color and black and white prints of the various activities. These are available at the base school for individual or group showing.

The coordinator of the program published newsletters entitled "Green Thumb Flash." These contained information about taking care of gardens, items about individual children and their harvest, results of the garden contest, and other items of interest concerning the project.

OBJECTIVES

1. Pupils selected for the Green Thumb Project will be provided with facilities and personnel to enable them to participate in a gardening project as measured by the allocation of funds for facilities and personnel.
2. Pupils in the Green Thumb project will gain knowledge of:
 - (a) the use of hand garden tools
 - (b) the care of hand garden tools
 - (c) the maintenance of the garden
 - (d) the harvesting of the garden products
 - (e) the preparation of the garden products for home use.

The components of this objective will be measured by observations of the program coordinator with assistance from the aides.

3. The pupils in the Green Thumb project will gain knowledge of the economic value of gardening as measured by their participation in estimating the value of the garden products.
4. Pupils in the Green Thumb project will apply their knowledge

of garden procedures to the preparation, planting, maintaining, and the harvesting of the garden as measured by program coordinator and aide observations.

5. Pupils in the Green Thumb project will develop an awareness of the personal satisfaction to be gained from working on their own garden plots.
6. Pupils in the Green Thumb project will develop an awareness of the desirability of good work habits as measured by supervisor-instructor observation of pupil response.
7. Pupils in the Green Thumb project will receive the assumed healthful benefits of outdoor activities as measured by pupil participation in the project.

EVALUATION STRATEGY

The program was evaluated by using the following procedures:

1. Recording of pupil participation statistics on the "Evaluation Information Sheet" (see Appendix).
2. Observation of pupil responses by the program coordinator, with assistance from the aides. Observations were recorded on the "Evaluation Checklist" and on the "Green Thumb Record Sheet" (see Appendix).
3. Observations of the coordinator and supervisor regarding the program in general. Observations recorded on "Evaluation Information Sheet" (see Appendix).
4. Observations at the project site by the evaluator.
5. Interviews with personnel and parents by the evaluator.

PRESENTATION OF DATA

Enrollment statistics are shown in Table 23.01.

TABLE 23.01

NUMBER OF PUPILS ENROLLED IN GREEN THUMB
BY GRADE LEVEL AND PERCENT OF DROPOUTS

	Beginning	End	Percent of Dropouts
Fourth Grade	16	12	25.0
Fifth Grade	16	14	12.5
Sixth Grade	20	13	35.0
Total	52	39	25.0

Most of the dropouts occurred early in the program. The program started April 1, before regular school closed. Many families had unexpected changes of plans for the summer, such as moving from the city or the vicinity of the garden, vacations, etc.

Since the project was held at a garden site and different groups of pupils worked at different times, a strict accounting of attendance such as in a regular classroom was not attempted. However, the program coordinator did check attendance carefully enough to recognize when a child was not attending. The attendance, as reported by the program coordinator, was not a problem.

The coordinator and the three aides were asked to rate students according to the items of knowledge contained in objective number two. These items and the number of pupils in each category are given in Table 23.02.

TABLE 23.02
RATING OF GARDENING KNOWLEDGE OF PUPILS IN GREEN THUMB

Description of knowledge	N = 39				
	Extent of knowledge				
	Superior	Above Average	Average	Below Average	Inferior
1. Knows how to use hand garden tools.	11	5	23	0	0
2. Knows how to care for the garden tools.	0	0	39	0	0
3. Knows methods of weed control.	0	0	29	10	0
4. Knows methods of watering garden.	0	0	29	10	0
5. Knows method of cultivating garden.	11	5	23	0	0
6. Knows proper methods for harvesting garden.	11	5	13	10	0
7. Knows proper methods for preparation of harvested products.	0	6	16	7	10

Table 23.02 shows that with the exception of item #7, at least 74 % of the pupils were rated average or above and on items one and two all pupils were rated average or above. On item seven only 56 % were rated average or above. Low attendance at the food preparation class could account for this rating.

23.10

The ratings by the coordinator and aides of performance by pupils are given in Table 23.03. These items were designed to measure the application of knowledge as stated in objective number four.

TABLE 23.03
RATING OF GARDENING PERFORMANCE OF PUPILS IN GREEN THUMB

Description of performance	N = 39				
	Degree of performance				
	Superior	Above Average	Average	Below Average	Inferior
1. Planned the arrangement within the garden plot.	0	0	39	0	0
2. Maintained the garden plot.	11	5	20	3	0
3. Harvested the garden products.	11	5	23	0	0
4. Prepared the produce for home use.	11	5	20	3	0

The pupils rated better in performance than they did in knowledge. With the exception of three students on item two and three students on item four, all students were rated average or above. Twenty-six percent of the students were rated superior on item two and 26 % were rated superior on item three.

The survey of attitudes is given in Table 23.04. The number at the beginning of the program is different than at the end; therefore, percents are used rather than numbers of pupils.

TABLE 23.04

SURVEY OF PUPIL ATTITUDES - GREEN THUMB PROJECT

Attitude Survey	N = 52			N = 39		
	Beginning of Program			End of Program		
	Good	Fair	Poor	Good	Fair	Poor
Attitude toward own garden	75%	12%	13%	77%	8%	15%
Attitude toward working in garden	75%	12%	13%	77%	8%	15%

Conclusions of changes in attitude would not be justified by the figures in Table 23.04. It is noteworthy that high percentages of "good" ratings were noted in all categories.

The produce was divided into appropriate units as it was harvested. This enabled the child with the help of aides to estimate the retail value of the produce. A record was kept of the amount and type of harvest and its retail value for each child. Since much of the garden was still in production at the formal closing date of the program, a conservative estimate was made by the coordinator and aides of the total retail value of garden products in this project. Based on records for each child and amounts yet to be harvested, it was estimated that an average of \$100 per garden would be produced. With 39 gardens in production, a total value of \$3900 was estimated for the program. The pupils and families benefited by at least this amount.

The evaluator talked with two parents to get their reactions to the program. One parent said her daughter had been gardening since a small child, but still enjoyed the program. The second parent stated that their family had little gardening experience, but her daughter

23.12

was interested in the program. This parent also stated that this was one of the best summer programs offered. It provided needed summer activity. She remarked that they would like to have a garden at home but did not have room. The first parent did volunteer work in the gardens. She later became a junior aide when a replacement was needed.

Other parent comments reported in the "Green Thumb Flash" included:

"I think this is a wonderful and worthwhile project. I just wish I could have participated more."

"This has been a good project. I appreciated having the fresh vegetables this summer out of the garden. I froze quite a few green beans. It has been good for the children to learn to grow things. (name of child) makes two or three trips a day to the garden."

"I am learning along with the children. I am going to make relish, something I have never tried before."

"The outdoors is good for us. The garden helps the children become more responsible."

The evaluator visited the site at two separate times. The gardens were well maintained in almost all cases. Some plots naturally reflected better care than others. Much effort was reflected in the general appearance of the individual gardens as well as the whole project area. Planning of the plots and walkways was evident, as was the pump and storage area which was centrally located under one of the few available shade trees.

The evaluator also visited the food preservation class. Although only seven girls and two parents were at the session, they actively entered into the activities under the direction of the home economist. All participants in the Green Thumb project were invited to attend the class. The class was held in early afternoon when many mothers were working or caring for small children and were unable to attend.

COMMENTS ON THE DATA

It is apparent that objective number one was achieved. The program was provided and children actively participated.

Data in Table 23.02 indicate that objective number two was achieved to an average to above average degree.

The requirements of objective number three were obviously met. The children, with help from aides, estimated the value of their harvest. An average of \$100 total value for each garden was realistically estimated.

Data in Table 23.03 indicate that objective number four was met to an average to above average degree with 21 % of the marks in the superior range.

Table 23.04 indicates that attitude remained approximately the same rather than improved or regressed. The data indicate that most pupils entered with good attitudes toward the project and working in the garden.

Since the project was held entirely at the garden site, pupils were outside for the entire project. It is assumed that healthful benefits were gained.

To initiate a project of this type requires much more additional planning for facilities than would be required for programs housed in or using regular school facilities already available. Arrangements must be made for a suitable site close to the area in which the children live. Preparation of the site for gardens must be planned; obtaining personnel with gardening experience is an additional different problem. Since water was not available at the selected garden site, several different alternatives for irrigation facilities had to be explored. Difficulties were encountered in running electrical service lines and in running a supply line from city water distribution systems. Plans to use these facilities were discarded in favor of the system described earlier.

Weather was not a particular problem except for the inundation of several gardens from a heavy rainfall at the early part of the project. One of the minor problems of a project of this type is to get the time allotted and the harvest time of the later crops to coincide.

This program seems to have generated much enthusiasm among the people involved in the program. The staff has given a number of extra hours to help make the program a success. It would seem that a project of this type offers a unique educational experience which holds much promise for future summer activities.

ACTIVITY EVALUATION

1. LEA District No. 259 Activity Outdoor Education2. Length of Activity Six weeksBeginning Date June 8, 1970 Ending Date July 17, 1970

Hours per Week:

Regular Session _____ Summer Session 103. Estimated Cost of this Activity \$17,000

4. Number of Public and Private School Students Participating in this Activity by Grade Level for each Session.

GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION		GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION	
	Public	Non-Public	Public	Non-Public		Public	Non-Public	Public	Non-Public
Pre-K					7				
K					8				
1					9				
2			210		10				
3					11				
4					12				
5					Ungraded				
6					TOTAL			210	

5. Number of Staff involved in this Activity:

Full Time _____ Half Time 21

6. Location of Activity:

In Public School x

In Non-public School _____

OUTDOOR EDUCATION

INTRODUCTION

Outdoor Education was designed for children living in the low-income target area who had just completed the second grade in Unified District No. 259. Outdoor Education combined the following: (1) science, (2) nature study, and (3) camping in the summer school setting. The natural environment of the school grounds, the parks, adjacent interest areas, and a camp ground provided the opportunity for taking children beyond their classrooms.

PROGRAM OBJECTIVES

1. Second grade pupils enrolled in Outdoor Education will become more aware of their natural environment as shown by a log of pre - post observations made by the teacher on a nature walk taken at the beginning and end of the course.
2. Second grade pupils enrolled in Outdoor Education will demonstrate improvement in their skill of observation by participating in the following: (1) nature walks, (2) hikes, (3) field trips, (4) varied experiments, (5) manipulation of concrete objects and describing their properties, (6) creeking, and (7) group discussions, as indicated by teacher recordings on the post-nature walk log.
3. Second grade pupils enrolled in Outdoor Education will demonstrate improvement in the ability to classify objects according to a given attribute or characteristic such as: (1) color, (2) size,

24.02

(3) shape, (4) texture, and (5) material of which the object was made, as measured by daily teacher observation.

4. Second grade pupils enrolled in Outdoor Education will demonstrate improvement in the ability to generalize from observations recorded in the natural environment, as measured by teacher observation.
5. Second grade pupils enrolled in Outdoor Education will be provided a two and one-half day residential camp experience at Camp Hyde during the week of July 6 - 10 and during the week of July 12 - 16.

PROCEDURES

Twenty classes with a range of 10 to 19 children per class were conducted in 15 Title I schools in Unified District No. 259.

Outdoor Education was designed to provide pupils who had completed the second grade and were living in the low-income target area with two hours of instruction per day (9:00 - 11:00 a.m.), five days a week for a six week period. It was felt this particular time block would be most conducive for children in this area to attend.

Each classroom was staffed by a professionally trained teacher. Several teachers had volunteer workers from Wichita State University and during the last three weeks some teachers had N.Y.C. workers to assist them in the classroom. A coordinator was employed four hours per day, five days a week for a six week period. The participating children were selected by the building principal from referral cards filled out and submitted by the classroom teachers. Opportunity grants were provided

for children, if needed. An area principal provided administrative guidance for the summer program.

An orientation workshop was conducted during the afternoon of the first day of summer school. Objectives and methods were discussed.

The design of the Outdoor Education program was to provide opportunity for intriguing firsthand experiences rather than vicarious ones. Teachers were encouraged: (1) to use the "teachable moment" for those times when learning could progress most efficiently, (2) to be cognizant of how to help children expand and augment their powers of observation, (3) to provide abundant opportunities for direct exploratory learning, (4) to build on the expressed interests of the children, (5) to guide children's use of problem-solving methods by asking questions rather than telling them -- "experimentation" was the key word, (6) to have a planned, flexible itinerary for each day with an emphasis on science, (7) to start with experiences relative to the students' needs and interests, and (8) to involve the parents at all possible times.

In addition, the Outdoor Education staff discussed: (1) available teacher reference and resource books pertaining to Outdoor Education; (2) field trips; (3) waiver slips; (4) an expense account of \$20 was allotted to each Outdoor Education teacher to purchase necessary supplies for experiments or other school needs at specified neighborhood stores; (5) available audio-visual materials on birds, seeds, air, etc., if needed; (6) traveling nature museum from a local school was available if asked for in advance; and (7) the two and one-half day camping experience and what it entailed. Later in the afternoon the teachers and coordinator went to visit Camp Hyde to talk with the camp director and counselors.

24.04

Camp Hyde is the Y.M.C.A. facility which was contracted to give the pupils the camping part of the program.

A resident camping experience of two and one half days (two nights) was part of the Outdoor Education program during the last part of the course. Teachers accompanied their group of children to camp, but the camp program was operated by camp personnel.

The coordinator explained that the Bruce W. Jones Bus Service would be available for each teacher for at least one scheduled field trip during the summer; however, it was possible and allowable for several classes to go with each other. The trip would be credited to the teacher to whom the bus was allocated for that particular day.

Any location which the teacher and the coordinator agreed was profitable for the children and could be scheduled was selected. It was the responsibility of the coordinator to secure the transportation and see that it was available when needed.

Waiver slips were required of all who participated on a field trip. Each child was required to return his waiver slip with an appropriate signature before he was allowed to go on the field trip.

It was suggested that the teacher arrange for a parent or other responsible adult to accompany the group on various field trips in order to help or assist the children if the need should arise.

A suggested mimeographed list of field trips was distributed to the teachers; however, each teacher decided for himself the field trip to be taken.

EVALUATION STRATEGY

The primary factors considered in the evaluation were the stated objectives in the project. The sources of evaluative data used to determine the improvement of pupils during the project period were: (1) attendance records, (2) a pre - post nature walk log of observations, (3) an Outdoor Education Questionnaire for teachers, (4) a Questionnaire for Camp Hyde Personnel, and (5) several interviews with the coordinator and teachers. Copies of the evaluation instruments are included in the Appendix. These instruments were locally developed to provide information regarding the child's improvement in the stated objectives of the program.

PRESENTATION OF DATA

Approximately 310 children were involved in this project. Participation data are shown in Table 24.01.

TABLE 24.01

PARTICIPATION STATISTICS FOR ALL CLASSES COMBINED OF
THE OUTDOOR EDUCATION SUMMER PROGRAM, 1970

<u>Number of classes = 18*</u> <u>Number of days in summer session = 29</u>	
Enrollment	251
Average number of days attended per pupil	22.2
Percent of attendance (ADA:ADM)	77

*Two classes did not send their data.

The median age for pupils in Outdoor Education was eight years. The classes ranged from a low of 10 to a high of 19 pupils per class. The median class enrollment was 13.5.

TABLE 24.02

PARTICIPATION STATISTICS FOR ALL CLASSES OF THE
OUTDOOR EDUCATION SUMMER PROGRAM, 1970

Number of classes = 18*			Number of days in summer session = 29						
Classes	Number in class		1	2	Race **		5	Days Present	Days Absent
	Male	Female			3	4			
1. A	7	7	11	0	3	0	0	348	58
2. B	7	6	0	0	13	0	0	Not reported	
3. C	19	0	2	0	17	0	0	480	71
4. D	5	6	8	0	0	3	0	244	75
5. E	6	7	0	0	13	0	0	297	80
6. F	0	11	0	0	11	0	0	Not reported	
7. G	8	4	10	0	0	2	0	286	62
8. H	10	4	0	0	14	0	0	Not reported	
9. I	6	9	1	0	14	0	0	Not reported	
10. J	3	7	10	0	0	0	0	247	43
11. K	7	6	0	0	13	0	0	Not reported	
12. L	4	8	0	0	12	0	0	Not reported	
13. M	7	9	0	0	16	0	0	Not reported	
14. N	9	9	0	0	18	0	0	324	198
15. O	9	8	1	0	16	0	0	Not reported	
16. P	10	3	9	0	2	1	1	254	123
17. Q	9	5	8	0	5	0	1	Not reported	
18. R	6	10	10	0	2	4	0	316	148
Total	132	119	70	0	169	10	2	2796	858
Percent	53	47	28	0	67	4	1		

*Two classes did not send their data.

**1=Caucasion, 2=Oriental, 3=Negro, 4=Spanish America, 5=American Indian

TABLE 24.03

RACIAL AND SEX DISTRIBUTION OF BOYS AND GIRLS
ENROLLED IN THE OUTDOOR EDUCATION SUMMER PROGRAM, 1970

Number of classrooms = 18*						
	Race **					
	1	2	3	4	5	Total
Number of pupils	70	0	169	10	2	251
Percent	28	0	67	4	1	100

* Two classes did not send their data.

**1=Caucasian, 2=Oriental, 3=Negro, 4=Spanish American, 5=American Indian

Of the total number of children enrolled in Outdoor Education, 28 percent were Caucasian, 67 percent were Negro, four percent were Spanish American, and one percent was American Indian; there were no Oriental children enrolled in the program.

Fifty-three percent of the pupils were boys; 47 percent of the pupils were girls; hence, there were six percent more boys participating in Outdoor Education than girls this summer.

TABLE 24.04

RACIAL AND SEX DISTRIBUTION OF TEACHERS PARTICIPATING
IN THE OUTDOOR EDUCATION SUMMER PROGRAM, 1970

Number of teachers = 20						
Teachers*	Caucasian	Percent	Negro	Percent	Total #	%
Male	7	35	0	0	7	35
Female	12	60	1	5	13	65
Total	19	95	1	5	20	100

*Only Caucasian and Negro teachers participated in the program.

24.08

The percentage distribution of teachers in Outdoor Education was: 35 percent male, 65 percent female, 95 percent Caucasian, and 5 percent Negro, as shown in Table 24.04.

On the questionnaire (item 3), teachers were asked "Did you teach this class last summer?" Twenty-eight percent checked "yes," 72 percent checked "no," and no one checked "no response." To probe further, they were asked "Would you teach this class again?" Ninety-four percent (17) stated "yes," six percent (1) checked "no" and no one checked "no response," as shown in Table 24.05.

Ninety-four percent of the teachers indicated the materials were adequate, 100 percent stated the instruction facility was adequate and, also, they were able to use the building equipment.

Eighty-nine percent of the teachers participated in the camping experience; all (100 percent) the teachers stated the camp experience was beneficial to the students. Eighty-nine percent checked that adequate supervision was provided by the camp personnel; 11 percent (2) thought the camp supervision was inadequate. Eighty-three percent of the teachers noticed a difference for the better in behavior at the camp and classroom behavior, whereas 17 percent noticed no difference in behavior at camp and at school. Seventy-eight percent of the teachers indicated improvement in attitude was apparent at camp, 11 percent saw no improvement, and 11 percent gave "no response", as shown in Table 24.05.

Outdoor Education teachers were asked to state reasons why some children did not participate in the two and one-half day camp experience.

TABLE 24.05

RESPONSES BY TEACHERS OF OUTDOOR EDUCATION
CLASSES TO SELECTED QUESTIONNAIRE ITEMS*

N = 18**

Questionnaire statement	Number of respondents					
	Yes		No		No Response	
	#	%	#	%	#	%
1. Did the orientation workshop help prepare you for the program? (Item 1)	11	61	1	6	6	33
2. Did you teach this class last summer? (Item 3)	5	28	13	72	0	0
3. Would you teach this class again? (Item 4)	17	94	1	6	0	0
4. Were materials adequate? (Item 7)	17	94	1	6	0	0
5. Were you able to use building equipment? (Item 7)	18	100	0	0	0	0
6. Was instruction facility adequate? (Item 7)	18	100	0	0	0	0
7. Did you participate in the 2½ day camp? (Item 14)	16	89	2	11	0	0
8. Was the camp experience beneficial to the pupils? (Item 15)	18	100	0	0	0	0
9. Was adequate supervision provided by the camp staff? (Item 16)	16	89	2	11	0	0
10. Did you have an aide? (Item 17)	10***	56	8	44	0	0
11. Did you notice a difference in behavior at camp and classroom behavior? (Item 18)	15	83	3	17	0	0
12. Did the attitudes of the children improve at camp? (Item 19)	14	78	2	11	2	11

* The items were: 1, 3, 4, 7, 14, 15, 16, 17, 18, and 19.

** Two teachers did not send their data.

***Some teachers had volunteer aides from Wichita State University; some teachers had N.Y.C. workers as aides the last two weeks of summer school; one teacher stated that her teenage daughter was her aide.

The following represents a summary of teacher statements as to why some children did not participate in the camp experience:

"Fathers did not want daughters to go to camp." (12 teachers gave similar statements)

"One child had asthma and, therefore, younger brother could not go to camp either."

"Parents felt the child was too young." (two cases)

"Grandmother came to see granddaughter."

"Parents were afraid to let children go to camp."

"Severe asthmatic child." (three cases)

"Mother would not allow child to go."

"Overprotection on the parents' part. Frequent comment: 'I just don't let my children stay away from home like that.'"

"Two children moved away, two were not permitted by parents, and one was ill."

"I feel this program should have been explained in detail to parents at the time information was first sent out concerning summer school.

"Parents at a planned meeting should have had an opportunity to ask questions before the regular session of school was out.

"Had parents realized what a wonderful experience the camp was for these children, somewhat a larger number would possibly have attended.

"Many of the parents had qualms about letting a second grade child go to an unknown place with a relatively new staff of teachers.

"This would have been an excellent P.T.A. program in the regular school term, explained by people with whom the parents are already familiar.

"There were a few other parents who could have made different vacation plans had the camp schedules and dates been announced earlier in the season."

Two teachers did not reply to the question; two teachers did not send their data.

It is quite apparent from the above quotations that 78 % of the teachers (14) felt that the parents had some reservations about letting their young boy or girl be gone overnight from home. It seems that more parents needed to have information about the program in advance and greater rapport needed to be established by the teachers with the parents in order to be allowed to take these urban children away from home for two and one-half days to expand their cultural and recreational experiences; however, it appears at the present time that the very best recommendation for the program is the enthusiasm, jubilancy, and exhilaration of the children who did attend plus the confidence and trust generated by the parents in the community who allowed their child to go to camp during the summer of 1970.

Outdoor Education teachers were asked to check or list audio-visual equipment used to supplement their program, item 6 on the questionnaire. Their responses, listed in rank order of use, were:

<u>Audio-visual equipment</u>	<u>Number of responses</u>
Overhead projector	10
Filmstrips and projector	13
Record player and records	11
Cassette recorder/player	3
Films - 8 mm.	2
Maps	2
Books	2
Charts	2
Pictures	2
Ant farms	2
Magnifying glass	1
Compass	1
Bulletin boards	1
Cages for birds and turtles	1

Outdoor Education teachers indicated the following as factors that influenced attendance (item 12) in their classroom:

1. Vacation of parents
2. Illness
3. Overslept
4. Lack of interest
5. Mother's illness
6. Lack of transportation
7. Scout camp
8. Company
9. Parent apathy

Each teacher was asked to describe the approach and general plan used in class. An array of experiences were introduced by the teachers, such as: (1) gardening, (2) pond life, (3) birds, (4) plants, (5) insects, (6) trees, (7) rocks, (8) weather, (9) nature walks, and (10) numerous field trips. The main emphasis was to give the pupils meaningful experiences as well as develop in the pupils an attribute awareness.

In response to "How would you strengthen the program?" the teachers commented:

"Permit the students to have five days and four nights at Camp Hyde."

"Have a combination school nurse and attendance officer to call the parents or make home calls when the child is absent from school. A nurse was needed at Camp Hyde."

"I would suggest a full-time paid aide."

"Have charge accounts at more stores."

"The coordinator could arrange for resource persons to come to combined classes for special programs. . . ."

"I would definitely inform more parents, principals and teachers about the purpose of the program."

"I would be a little more selective on my field trips."

"I'd like more ideas from others."

"Plan for the program during the winter months."

"I feel that the program could be strengthened some if parents were better informed of the nature of the class and were encouraged to sign one permission slip covering all field trips taken away from school."

"More field trips allowed each teacher. They could be used as a spring board to develop other aspects of the curriculum."

The activities the pupils enjoyed most at camp as indicated by teacher responses were: (1) swimming, (2) horseback riding, (3) creek-ing, (4) cookout, and (5) sleeping out.

The elements that most impressed the pupils at camp were: (1) swimming, (2) campfire, (3) skit, (4) friendliness of the counselors, (5) camp spirit -- especially at mealtime, and (6) sharing a cabin with others (someone who was different [skin]).

The cabins were air conditioned and each had a television. The children were allowed to have all they could eat as long as they didn't waste it. The teachers stated the children were ravenous eaters. A humorous observation: According to the teachers' palates, the food was terrible.

TABLE 24.06

CAMP HYDE PERSONNEL EVALUATION OF THE OUTDOOR
EDUCATION PROGRAM, TITLE I, SUMMER, 1970

N = 11*

Questionnaire statement	Number and percent of Camp Hyde personnel selecting each response					
	Much		Some		Little	
	#	%	#	%	#	%
1. As a result of the 2½ day camp experience the pupils have shown growth in the following areas:						
(a) concepts of natural science	8	73	3	27	0	0
(b) arts and crafts	5	45.5	5	45.5	1	9
(c) creative hobbies	3	27	6	55	2	18
(d) personal hygiene	3	27	7	64	1	9
(e) democratic social living	3	27	5	46	3	27
(f) awareness of the outside world	9	82	2	18	0	0
2. Recreational swimming has been a valuable part of the program.	11	100	0	0	0	0
3. Most children willingly assumed responsibilities in areas of clean-up and necessary camp chores.	5	46	6	54	0	0
4. The camp experience was of considerable educational value.	10	91	1	9	0	0
5. In its overall effectiveness, the 2½ day camp experience has been successful.	9	82	2	18	0	0

6. In your opinion what was the greatest value of the summer camp program?						

Generally, Camp Hyde personnel expressed the opinion that the greatest value of the camp program was that it provided urban children with the opportunity to discover with all five senses the beauty, marvels, and majesty of nature and the realization that people could work together as a team.

*The camp personnel were 82 % (9) Caucasian and 18 % (2) Negro.

TABLE 24.07
 PERCENT OF OUTDOOR EDUCATION PUPILS
 ATTENDING CAMP HYDE, SUMMER, 1970

Classes	Total number of pupils in each class	N = 18*	
		Number of pupils who attended the 2½ day camp	Percent of pupils who attended the 2½ day camp
A	14	8	57
B	13	7	54
C	19	-**	
D	11	8	73
E	13	7	54
F	11	9	82
G	12	12	100
H	14	10	71
I	15	12	80
J	10	7	70
K	13	9	69
L	12	10	83
M	16	11	69
N	18	11	61
O	17	11	65
P	13	8	62
Q	14	10	71
R	16	10	63
Total	251	160	64

* Two classes did not send their data.

**Number of pupils who attended camp was not reported for this class.

24.16

The camp personnel unanimously rated swimming (100 %) as a valuable part of the program. The smallest amount of growth indicated by camp personnel was the pupils' growth in democratic social living in which 27 % of the camp personnel checked "little" growth as shown in Table 24.08.

TABLE 24.08

RANK ORDER OF AREAS OF "MUCH" GROWTH FOR
OUTDOOR EDUCATION SUMMER CLASSES, 1970,
AS INDICATED BY CAMP HYDE PERSONNEL
ITEM 1

N = 11

Questionnaire statement	Percent of "Much" growth as indicated by camp personnel
Awareness of the outside world	82
Concepts of natural science	73
Arts and crafts	45.5
Personal hygiene	27
Creative hobbies	27
Democratic social living	27

In considering the growth of Outdoor Education pupils, the Camp Hyde personnel saw "much" growth in "awareness of the outside world" (82 %) and "concepts of natural science" (73 %). "Arts and crafts" ranked third in "much" growth (45.5 %), and 27 % indicated growth in "personal hygiene," "creative hobbies," and "democratic social living" as shown in Table 24.08.

Ninety-one percent of the camp personnel responded that the camp experience was of "much"/considerable educational value; nine percent

indicated it was of "some"/ considerable educational value. No one checked the "little" response category. Most of the camp personnel felt the camp experience should be expanded to a five day camping session.

Some comments by the camp personnel on "what was the greatest value of the summer camp program" were as follows.

"I believe that the greatest value summer camp had for these kids was their being able to get out of the city into the country and their realizing that people can work as a team."

"The kids learned how to live with other children. They learned some responsibilities by making their own decisions."

"It allowed the kids . . . to experience outdoor camp life."

"Any child that age is forming his reactional behavior that will help shape his character. The camping experience gave new frame of reference and new ideas to these children."

"We have had chances to help boys and girls work together and also to help them understand God's world."

"Kids learned to get along with each other. Were taught values of camp life."

"Many children do not have the chance to be outside as much as they would like. Camp gives them this chance. I feel nature studies were most valuable to them."

"I think the biggest value of the summer camp program was that the children saw a completely different world, a world filled with nature and children their own age."

"It had its difficulty, but other than that it was straightforward and very effective on the children that attended it. I believe that considering a few things the program was very successful."

"I think it was the Board of Education kids. They had the opportunity to do things they had never done before. They were good learners. . . ."

"Nature, because it showed them real trees, flowers, and small fish. Horsemanship, because it taught them not to be afraid of big, tame animals. In swimming, they learned how to and how not to be afraid of water."

Each group of children that stayed in a specified cabin was given an Indian name such as: (1) Apache, (2) Navaho, (3) Omaha, (4) Cherokee, and (5) Sioux. Whenever a child who was staying in the "Sioux" Cabin met someone he could say, "My name is Sioux. How do you do?" etc. for each Indian tribal group. The children seemed to enjoy the camp experience. They partook of swimming, archery, horseback riding, canoeing, creaking, and of paramount interest was the Indian ceremony around the campfire.

The daily schedule was as follows.

BOARD OF EDUCATION OUTDOOR EDUCATION CAMP

Monday

- 9:30 - Arrive - Assign to cabins
- 10:00 - Camp tour
- 10:30 - Period I*
- 11:30 - Period II
- 12:30 - Waiters Bell
- 12:45 - Lunch
- 1:30 - Rest hour
- 2:30 - Period III
- 3:30 - Period IV
- 4:30 - Free swim and beverage break
- 5:30 - Waiters Bell
- 5:45 - Dinner
- 6:45 - Store
- 7:15 - Cabin games and activities

8:00 - Carnival

9:30 - Taps and Devotions

*See "Activity Schedule at Camp Hyde"

Tuesday

8:15 - Reveille

8:30 - Waiters Bell

8:45 - Breakfast

9:30 - Cabin clean-up

10:30 - Period V

11:30 - Period VI

12:30 - Waiters Bell

12:45 - Lunch and store

1:30 - Rest period

2:30 - Period VII

3:30 - Period VIII

4:30 - Free swim and beverage break

5:30 - Waiters Bell

5:45 - Dinner

6:45 - Store

7:15 - Games and activities

7:45 - Swimming

8:30 - Campfire

9:30 - Taps and Devotions

Wednesday

8:15 - Reveille

8:30 - Waiters Bell

24.20

8:45 - Breakfast

9:30 - Cabin clean-up and pack-up

10:30 - Period IX

11:30 - Period X

12:30 - Meet bus

ACTIVITY SCHEDULE AT CAMP HYDE FOR
OUTDOOR EDUCATION SUMMER CLASSES, 1970

Activity	1 & 6	2 & 7	Period	4 & 9	5 & 10
			3 & 8		
Canoeing	Apache	Navaho	Omaha	Cherokee	Sioux
Swimming	Navaho	Omaha	Cherokee	Sioux	Apache
Horsemanship	Omaha	Cherokee	Sioux	Apache	Navaho
Creeking	Cherokee	Sioux	Apache	Navaho	Omaha
Nature or Archery	Sioux	Apache	Navaho	Omaha	Cherokee

From the pre-nature walk taken the first week of school to the post-nature walk taken the last week of school there was an 82 percent gain of observations made by the pupils. There was a mean gain of 20 words per class, as shown in Table 24.09. On the post-nature walk many more descriptive words preceded the observed objects. Abundant use of language was used to describe properties of objects listed by most of the teachers. Some teacher comments on the questionnaire were:

"...without really putting much emphasis on vocabulary, I was amazed at the vocabulary picked up by the students as they learned to identify plant and animal life by their 'popularly known' names such as sycamore, dragon fly, zinnia, etc."

"We made an object tree and a property tree after our first nature walk. Leaves were used to write the name of the object or

TABLE 24.09

FREQUENCY OF OBSERVATIONS OF PUPILS ENROLLED
IN OUTDOOR EDUCATION CLASSES ON PRE - POST
NATURE WALKS DURING THE SUMMER, 1970

Classes	N = 19*		Percent of Gain
	Pre - Nature Walk	Post - Nature Walk	
A	54	60	11
B	37	50	35
C	84	190	126
D	24	39	63
E	12	25	108
F	34	42	24
G	11	38	245
H	12	20	67
I	13	24	85
J	8	29	263
K	54	100	85
L	13	16	23
M	10	14	40
N	25	40	60
O	11	26	136
P	19	32	68
Q	22	65	195
R	13	23	77
S	11	15	36
Total	467	848	82
	$\bar{X} = 24.58$	$\bar{X} = 44.63$	

*One class did not send their data.

property. Each child knew his leaves and the words he contributed to the group."

"Had three or four interest groups based on Outdoor Activities for children to experiment. For example: (1) floating - sinking objects, (2) attracts magnet, does not attract magnet with many objects available, (3) fizzes with acid, does not fizz with acid, etc. These were some of the properties developed: wet, shiny, dull, hard, soft, dry, square, round, rough, smooth, etc."

Many teachers cited excellent examples of how they developed the properties of color, size, shape, and texture of materials during discussion periods of what they had seen, felt, touched, smelled, and tasted.

As each teacher had \$20 allotted to spend at three neighborhood stores, many teachers used their money for items such as the following: (1) fruits to provide for tasting parties; (2) milk and cream to show that changes will take place when chilled or shook; also, several teachers made ice cream; (3) spray paint to make junk collages; (4) seeds to grow plants for planetariums; (5) different forms of potatoes -- buds, frozen potato strips for french fries, potato chips -- to develop an awareness and be able to distinguish attributes; and (6) science kits to provide supplemental material.

Fifteen teachers indicated they had favorable parent reactions to the Outdoor Education program; two teachers indicated no known reaction and two teachers did not send their data. Several comments made by the teachers in regard to parent reactions were:

"Parents were very satisfied with the program. Saw much improvement in their children's attitude toward school. Wanted the program to last longer."

"Parents made favorable comments. Even the head custodian who knew well the children, the parents, and the neighborhood, expressed

the opinion that he felt it was one of the greatest learning experiences in all of the summer school programs."

"I met each parent and all reactions to the program were favorable. They seemed to indicate that their children were excited about coming to school and they would carry this interest home."

"None expressed anything to me."

"I felt encouraged due to these factors: (1) almost 100 % attendance, (2) cooperation in requests for permission slips and materials, (3) arriving at school prior to 8:30 for field trips, and (4) visits by five different family members."

"One parent thanked me for taking a personal interest in her little girl. The child had had difficulty in school last year."

"Parents repeated many times that they wanted their children to go to camp. They brought their children to the bus, helped load them on the bus, and were waiting for the children when the bus arrived back in Wichita on our return."

Fifteen teachers thought the program was beneficial; 12 teachers indicated they had high interest in outdoor education.

It appears that the ability to observe and be aware of immediate natural surroundings, to develop an inquiring attitude toward natural phenomena, and to describe properties of an observed object was greatly improved for most of the children who attended Outdoor Education classes this summer. From the pre - post nature walk log it seems that objective one and objective two were met. It appears that objective three was met as indicated by teacher responses in regard to the general approach and plan of experiences used and described in the questionnaire (item 9). Objective four needs to be defined more specifically. Objective four was met to a small degree as far as measurement is concerned, as it was referred to only by four teachers (20 %). Objective five was met, apparently, with great success for the children who were able to participate in the camping experience.

TABLE 24.10

FIELD TRIP EXCURSIONS BY PUPILS ENROLLED IN
OUTDOOR EDUCATION SUMMER CLASSES, 1970

Place	Transportation provided by:		
	Jones	Self	Other
Oak Park	1	2	-
Watson Park	4	-	-
Riverside Park	5	1	-
Sims Park	3	-	-
McAdams Park	1	-	-
Zoo (Riverside Park)	7	-	1
Santa Fe Lake	7	-	-
Streams	-	5	-
Creek near Augusta	-	1	-
Neighborhood trips	-	1	-
Area around Bryant School	-	1	-
Area around Planeview School	-	1	-
Area around Brookside School	-	1	-
Gardens in the area of the school	-	3	-
Green Thumb Garden	-	1	-
Jones Farm	1	-	-
Goddard, Kansas farm	1	1	-
Sheffield Farm (Newton)	1	-	-
Buerki Farm	1	-	-
Farms near Towanda	1	-	-
Farm near Newton	2	1	-
Glen Cunningham Farm	-	1	-
Teacher's house in country	-	2	-
Patterson Farm	-	1	-
Johnson Peach Orchard	5	-	-
Blood Orchard	2	-	-
Cowtown	1	-	-
Lapidary	-	-	1
Friends University Museum	-	1	-
Stinchcomb's Fish Store	-	1	-
Grove IGA Store	-	2	-
Elie's Flowershop and Greenhouse	-	2	-
Steffens Dairy	-	1	-
Corbin Education Center	-	1	-
Totals	43	31	2

SUMMARY

Approximately 310 students were provided opportunity for intriguing firsthand experiences rather than vicarious ones. New interests stimulated the pupil: (1) to investigate many sources of knowledge; (2) to observe more carefully what was going on around him whether he was observing nature, people, or events; and (3) to help him develop an absorbing as well as interesting leisure pursuit.

Social values were an integral part of the program. Children in each group learned or, at least, became aware that each person was unique and had something unique to contribute to the group effort. To work, play, and live with one's peers at camp appeared to help some children adjust more readily to the social environment. Each child was encouraged to take part in the two and one-half day camp program which was held at Camp Hyde. The camping experience seemed to make quite an impression on the children, especially the swimming experience which was a "first" recreational experience for most of the children. Also, the campers enjoyed: (1) boating, (2) creeking, (3) nature studies, (4) fishing, (5) archery, (6) horsemanship, (7) arts and crafts, (8) overnight sleeping, (9) dining hall eating, (10) games, and (11) evening campfires.

The field trips helped the children see the relationship between their community and the expanded community.

To meet the objectives of the program, teachers spent the majority of class time outdoors; to provide the learning experiences necessary to meet the objectives the neighborhoods were relied upon heavily. Abundant use of descriptive language was evident.

24.26

Objectives 1, 2, 3, and 5 seemed to have been met. Objective 4 was met only to a small degree.

The strengths of the program were: (1) keeping the class size low, (2) having buses available for field trips, (3) providing open purchase releases at three neighborhood stores, (4) having the program unstructured and flexible to the needs and interests of the students, (5) providing a two and one-half day camping program at Camp Hyde, and (6) enlarging the program from 14 to 20 classes.

The only weaknesses of the program cited were two: (1) did not provide teachers with aides and (2) a better choice of teacher selection might be available to teach this program if the work load per teacher was extended to a four hour day.

The teachers exhibited enthusiasm for the Outdoor Education Summer Program.

25.00

ACTIVITY EVALUATION

1. LEA District No. 259 Activity HOME DECORATION FOR GIRLS
2. Length of Activity Eight weeks
- Beginning Date June 8, 1970 Ending Date July 31, 1970
- Hours per Week:
- Regular Session _____ Summer Session 20
3. Estimated Cost of this Activity \$19,370
4. Number of Public and Private School Students Participating in this Activity by Grade Level for each Session.

GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION		GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION	
	Public	Non-Public	Public	Non-Public		Public	Non-Public	Public	Non-Public
Pre-K					7			1	
K					8			41	
1					9			31	
2					10			1	
3					11				
4					12				
5					Ungraded				
6					TOTAL			74	

5. Number of Staff involved in this Activity:
- Full Time _____ Half Time 6
6. Location of Activity:
- In Public School Jardine Jr. High, Horace Mann Jr. High, and Roosevelt Jr. High
- In Non-public School _____

HOME DECORATION FOR GIRLS

The Home Decoration for Girls program was offered for the second consecutive summer. The program was designed to provide training and work experience in home decoration projects, mending, and simple repair jobs for girls who were too young to find summer employment and could profit from the training and work experience offered.

The pupils chosen were eighth and ninth grade girls, under 15 years of age, who lived in a Title I Target Area. The girls were chosen by teachers, counselors, and principals. Most girls previously had at least a basic course which included sewing.

One class of 25 was conducted in each of three junior high schools. The home economics facilities at the three junior high schools were used as training centers and work laboratories for the three classes. The time block utilized was 7:30 a.m. to 11:30 a.m. five days per week for eight weeks. Two home economics teachers were assigned to each class. Each instructor was employed five hours per day, five days a week for the eight weeks. This included one hour for planning, visiting homes, purchasing materials, and miscellaneous errands associated with the program. One of the six instructors was appointed coordinator for the total program. She was employed for six hours per day for eight weeks. The director of home economics for the school district did initial planning, recommended staff, and generally supervised the program.

The training program included: (1) use of equipment, (2) material and supply estimating, (3) construction of items needed, and (4) making minor repairs.

The girls outlined a plan for a specific project or a coordinated interior decoration project such as a bedroom. On rental homes the girls were encouraged to work on those projects which they could take with them if they should change residence. Some owners of rental houses furnished the paint when a girl included painting as part of her project. Since the projects were ones which could be made where sewing machines and other equipment were available, much of the project work was done at the junior high training centers.

General activities included:

Design and construct curtains.

Clean, arrange, and organize work areas to provide better management of time and energy.

Mend and construct household linens.

Paint and refinish furniture.

Paint rooms.

Make minor repairs such as electrical cords.

Clean rugs and carpets.

Frame pictures.

Construct various home decorative accessories.

Supervised shopping activities to purchase fabrics, paint, repair items, used furniture, etc.

Coordinated decorating of a room or area.

Applied housecleaning techniques to all rooms of homes.

Small groups of girls at various times accompanied a teacher to shop for fabric or other items such as a piece of used furniture.

Up to \$50 was allocated for each of the projects in the program. Each girl received a stipend of \$2.50 per day.

OBJECTIVES

1. Personnel and facilities will be provided to conduct a summer program in Home Decoration for Girls as measured by the allocation of funds for personnel and facilities.
2. Pupils in the Home Decoration for Girls program will gain knowledge of the use and care of equipment necessary for home decoration projects (sewing machines, paint brushes, etc.) as measured by teacher observation.
3. Pupils in the Home Decoration for Girls program will increase the economic value of their homes or furnishings by performing specific tasks in decoration, maintenance or repair. Increase in value is to be measured by the costs of project materials.
4. Pupils in the Home Decoration for Girls program will become more aware of the personal satisfaction derived from more attractive surroundings as measured by teacher observation of pupil response.
5. Pupils in the Home Decoration for Girls program will become more aware of the desirability of good work habits as measured by teacher observation of pupil response.

EVALUATION STRATEGY

The program was evaluated as follows:

Teachers kept a separate record of observations of each student on the "Evaluation Checklist for Home Decorating for Girls" (see Appendix).

25.04

Teachers reported participation statistics and demographic data for each participant on the "Evaluation Checklist for Home Decoration for Girls" (see Appendix).

Teachers reported additional information regarding project sites, information on the effectiveness of the \$2.50 per day stipend, and general comments about the program on the "Evaluation Information for Home Decoration for Girls." One evaluation information sheet was requested from each of the three programs (see Appendix).

Interviews and conferences were held with the director, a supervisor, and teachers by the evaluator.

On-site observations were made by the evaluator.

PRESENTATION OF DATA

In the three schools a total of 74 girls completed the program. Seventy-eight began the program. Two withdrew because of illness, one for vacation, and one was withdrawn for disciplinary reasons. Table 25.01 shows demographic data on participants.

TABLE 25.01

GRADE LEVEL, AGE, AND RACE OF
PARTICIPANTS IN HOME DECORATION FOR GIRLS

N = 74

	<u>Grade Level</u>				<u>Age</u>					<u>Race</u>				
	7	8	9	10	12	13	14	15	16	Cauc.	Negro	Span. Amer.	Ind.	Orien.
Number Enrolled	1	41	31	1	1	16	39	15	3	27	41	2	3	1

The median grade level was eight. The median age of the participants was 14.

Thirty-seven girls had perfect attendance, 25 were absent one to three periods (these absences were made up). Two hundred two hours were recorded as absences not made up, out of a total of 11,840 class hours. This represents an absence rate of 1.7 %. This compares with a rate of 4.2 % last summer. Many of the participants had a poor record of attendance during the regular school term.

The total number of project sites served in the program was 72. A total of \$3426.95 was spent on materials used for the projects. The average amount per student was \$46.31. These amounts were measures of objective number three. Because of the difficulties in calculation, estimates of the value of labor were not included.

Some of the specific projects completed by participants are listed below:

Small vanity bench was padded and covered. The cloth was then sprayed with a commercial product which made the cloth stain resistant.

Upholstery material backed with latex was made into small rugs.

A flounce for a bed was made from light-weight vinyl cloth.

A headboard for a bed was padded and covered with vinyl upholstery material.

A used dresser was repaired with tempered fiberboard, then painted.

Table cloths.

Kitchen hand towels.

Bulletin boards.

Drapes for family room.

Hosiery bags.

Bed sheets and pillow cases.

Clothes bags.

Dish towels (some with added decoration).

Toaster covers.

Throw-pillows.

Centerpieces.

Candles.

Potholders.

Painted kitchen, bedrooms, living rooms.

A cover was made for a single bed in a living room to make
it look like a couch.

"Antiqued" used furniture.

Curtains for open closets.

Wall plaques made from cardboard cores from bolts of fabric.

Obtained rug scraps and samples to make rugs for bedroom areas.

One girl needed storage area. An instructor and the girl
shopped for a used combination storage closet-dresser.

One was purchased, repaired, and painted.

The instructors completed a checklist for each girl. The checklist
included a rating of items included in the objectives for the course.
The results of the combined checklist rating are shown in Table 25.02.

TABLE 25.02

TOTAL NUMBER OF RATINGS, IN EACH CATEGORY, OF
PARTICIPANT'S PROGRESS IN HOME DECORATION FOR GIRLS

Description of knowledge	N = 74				
	Extent of knowledge				
	Superior	Above Average	Average	Below Average	Inferior
1. Has knowledge of the use and care of equipment necessary to perform tasks of home decorating and improvement (sewing machine, paint brushes, etc.).	3	16	52	3	0
2. Has knowledge of planning a decorating or improvement project.	2	17	52	3	0
3. Has knowledge of estimating the cost of a decorating or improvement project.	2	8	62	1	1
4. Makes effective application of knowledge of equipment in performing home decoration or improvement tasks.	3	17	46	8	0
5. Uses proper procedure in performing small home decorating or improvement tasks.	2	19	44	9	0
6. Has developed a plan for a home decorating or improvement project.	2	23	45	4	0
7. Has estimated the cost of materials used in a home decoration or improvement project.	2	8	63	1	0

According to Table 25.02, most of the participants were rated average or above in the knowledge and application of knowledge on these items which were designed to measure the second objective.

25.08

Table 25.03 shows the results of an attitude survey marked by teachers for each girl.

TABLE 25.03

RATINGS OF ATTITUDES OF PARTICIPANTS IN HOME DECORATION FOR GIRLS

N = 74								
Attitude	Beginning of program			End of program			Improved	Regressed
	Good	Fair	Poor	Good	Fair	Poor		
Toward own house	36	33	5	56	18	0	25	1
Toward work	32	27	15	47	26	1	29	2

Responses recorded in Table 25.03, which to some extent are measures of objectives four and five, indicate that much improvement in attitudes was noted during the eight week session.

Since a stipend was paid to the participants, an attempt was made to evaluate the effect of this stipend on the total program. The teachers were asked to estimate the percent of pupils who enrolled because of the stipend, whether the stipend was a "holding" factor, give examples of the intended use of the stipend, and the effects of reducing the stipend for days not attended and for tardies. Deductions were made at the rate of 75 cents for each tardy. Two dollars and fifty cents was deducted for each absence.

The two instructors from each of the three schools in the program were asked to estimate the percent who enrolled in the program because of the stipend and to check the following categories:

0% - 25%, 26% - 50%, 51% - 75%, 76% - 100%, and Other.

One school reported 0% - 25%, one reported 51% - 75%, and the other reported 76% - 100%.

From comments written by the instructors about this item, it appears that the stipend is a definite factor in encouraging enrollments. It should be mentioned that other considerations were also important in choosing this class, such as opportunities for improving the homes and participation in worthwhile summer activity.

The instructors in all three schools reported that the stipend was a deciding factor in keeping pupils in the program. It was felt by some that some girls would drop out or go on vacation after completing their main project if the stipend was not offered. It was also a deterrent to unnecessary tardiness and absenteeism. It seemed particularly effective as an inducement to be in class on time.

The instructors reported that most of the girls planned to use the money received to buy school clothes. Other uses reported were: Pay school fees, help with family expenses, pay for additional home decoration projects, buy a sewing machine, buy glasses, savings account, and Christmas gifts.

Teachers reported that throughout the program the girls were very cooperative. They seemed to feel that they were accomplishing something. Girls who had made good grades in the regular school term and ones who made poor grades were working together with these former differences not apparent.

Teachers reported excellent cooperation with parents.

Publicity was given the program through a report by a local television station and a news story in the Wichita Beacon. The news story is included below:

SPEEDY Helping Junior High Girls

By CATHY HENKEL
Beacon Youth Editor

SPEEDY is helping 75 eighth and ninth grade girls learn how to improve their homes.

The home decoration course is one of 16 federal aid programs being funded under SPEEDY, nickname for Special Program to Enhance the Education of Disadvantaged Youth.

The girls meet daily from 7 to 11 a.m. at one of the three schools carrying out the program, Horace Mann, Jardine or Roosevelt junior high schools.

AT THESE TRAINING centers, the girls learn the skills necessary to improve the interior of their homes and then apply those skills in projects at their homes.

"As a result of the program, we hope to improve the aesthetic and economic value of their homes and also help the girls develop positive attitudes toward themselves," commented Mrs. Deborah Banks, one of the six teachers involved in the program.

Although there were over 150 applicants for the program, only 75 could be selected. They were chosen on recommendation from home economic teachers, counselors, principals or from parents in disadvantaged neighborhoods.

AMONG THE MANY things the girls have learned are designing and constructing curtains, linens, furniture slip coverings, picture frames and repairing small equipment such as electric cords, faucets, etc.

They also have tried some furniture refinishing (nobody seems to care for antiques), learned how to paint and paper rooms, and were taught how to clean and organize work areas so as to provide better management of time and energy.

The Beacon's Youth Report

Wednesday, July 22, 1970

Page 1C

With only one week left in the eight week course, the girls are finishing up before and after pictures of their project. Some chose to redo their own bedrooms and others preferred to do the living room or kitchen.

VENESSA PHILLIPS, for example, decided to redecorate her bedroom and made new curtains, a bed spread, pillows and pillow cases and a hostory bag. The 13-year-old feels the course "will do me some good later in life."

"All my friends had taken the course last year and knew how to do all of this," commented Glenda Lollis, a 14-year-old Coleman Junior High student. "I thought it was time I learned to."

Norno Alexander, a Roosevelt student, got interested in the program to avoid "sleeping my summer away."

"What I've learned will allow me to fix up my own house when I have one," decided Ruth Roach, a 15-year-old girl freshman at Roosevelt.

EACH GIRL also receives \$100 for taking the program, if she attends every session.

"It's like a summer job for some of us," explained Denise Thomas, 13.

Besides the obvious

advantages of getting into such a program — the improvement of your home, the skills to do it again and the money—some girls took it as it would help them with a career.

"I LIKE ART," explained Linda McCartney, 14. "I'm planning some kind of career in art and I know this is bound to help me."

All of the girls agreed they could see a definite improvement in their homes since the course began. Most of the girls also believed their parents were happy with their efforts.

"My mother just wishes she took the program when she was young," said one girl.

The business community was very helpful in locating needed items, saving samples of rugs, giving discounts, and other services.

Teachers reported that no major problems were encountered during the summer.

SUMMARY

It would appear from Tables 25.02 and 25.03, attendance data, comments, and observations, that most of the objectives have been achieved to a sufficient degree.

A program was provided and was well attended.

According to teacher ratings on knowledge and application of knowledge, most girls were average or above. Teachers also rated attitudes toward home and work as improving during the term. The value of homes was increased as indicated by the average of \$46.31 spent for materials for each girl.

Attendance was good again this year with an absentee rate of only 1.7 % as compared to 4.2 % last summer.

This is a program which is very practical to the participants now as well as in the future. This strong motivational factor, plus a very capable staff, facilities in which to work, money to do this kind of project-oriented activity, and the flexibility inherent in a summer program, resulted in a successful program.

ACTIVITY EVALUATION

1. LEA District No. 259 Activity HOME REPAIR AND IMPROVEMENT
2. Length of Activity Eight weeks
- Beginning Date June 8, 1970 Ending Date July 31, 1970
- Hours per Week:
- Regular Session _____ Summer Session 20
3. Estimated Cost of this Activity \$19,300
4. Number of Public and Private School Students Participating in this Activity by Grade Level for each Session.

GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION		GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION	
	Public	Non-Public	Public	Non-Public		Public	Non-Public	Public	Non-Public
Pre-K					7			3	
K					8			27	
1					9			37	
2					10			8	
3					11				
4					12				
5					Ungraded				
6					TOTAL			75	

5. Number of Staff involved in this Activity:
- Full Time _____ Half Time 6
6. Location of Activity:
- In Public School Jardine, Horace Mann, and Roosevelt
- In Non-public School _____

HOME REPAIR AND IMPROVEMENT

The Home Repair and Improvement program has been offered for four consecutive summers. The program combined training in practical skills needed to repair and maintain homes with on-the-job experience. The program was designed for boys who were too young and too unskilled to find summer jobs.

Seventy-six boys, grades seven through ten, who lived in a Title I Target Area were selected for the program by teachers, counselors, and principals.

Two industrial arts teachers for each of the three classes were provided. One of the two teachers in each school was employed for an extra hour each day to supervise and plan for the program. One of the six teachers, in addition to supervising and planning for his school program, was employed an extra hour per day to coordinate the three programs. The director of industrial arts for the school district had responsibilities in initial planning and implementation of the program.

The shop facilities of three junior high schools serving low-income areas were utilized for skill training and work areas. Hand tools, paint brushes, ladders, etc., were provided. Some use was made of power equipment in the shops. A rental van-type vehicle was provided for each school to transport personnel and equipment.

The program was in operation from 7:00 a.m. to 11:00 a.m., five days per week for eight weeks. Each boy who successfully completed the course was given a \$100 stipend if no deductions were made for absences.

26.02

An upper limit of \$50 was allowed for purchase of materials for each project site.

Skills in painting, carpentry, and related fields were emphasized. The boys could choose a project at their own homes. The projects usually followed a pattern such as replacing putty on windows, repairing screens, repairing broken siding, then painting siding and trim. Other projects included roof repair, tree trimming, and minor carpentry work.

The boys were usually divided into crews of five or six with a student foreman for each group. They were transported to the job and worked under the supervision of the two instructors.

Working on participants' homes received priority, but after these were completed, homes of relatives or friends in the vicinity could be used as projects, assuming there was a need. These were usually proposed by boys who for various reasons didn't use their own homes as projects.

Although \$50 was the maximum amount available for each project, a homeowner could choose to spend more by paying the difference.

OBJECTIVES

1. To provide a program of home repair and improvement, including a stipend, for those boys who meet the selection requirements.
2. Participants in the Home Repair and Improvement program will gain knowledge of the:
 - (a) use of hand tools,
 - (b) sequence of procedures in repair and maintenance work,

(c) procedures used in estimating job costs.

The above to be measured by instructor observation.

3. Apply their knowledge of home repair and maintenance by performing specific tasks on project sites or in the shop as measured by instructor observation.
4. Apply their knowledge of home repair and maintenance to increase the economic value of the project sites as measured by the actual value of materials used.
5. Will gain an awareness of the personal satisfaction derived from making the environment more attractive as measured by instructor observation.
6. Will gain an awareness of the desirability of good work habits as measured by instructor observation.

EVALUATION PROCEDURE

The principal sources of information for evaluation were an "Evaluation Checklist" (see Appendix) completed for each participant by the instructor and "Evaluation Information for Home Repair and Maintenance" (see Appendix) completed by the instructors in each school.

Other evaluative information was obtained through interviews with pupils and teachers and on-site observation of projects by the program evaluator.

PRESENTATION OF DATA

In the three junior high centers a total of 76 boys were enrolled. Table 26.01 shows demographic data on 75 of these participants. Data

26.04

were not available on one boy who dropped the course.

TABLE 26.01

GRADE LEVEL, AGE, AND RACE OF
PARTICIPANTS IN HOME REPAIR AND IMPROVEMENT

N = 75

	Grade Level				Age					Race		
	7	8	9	10	12	13	14	15	16	Cauc.	Negro	Span. Amer.
Number Enrolled	3	27	37	8	3	25	35	11	1	34	38	3

The median grade level of participants was nine. The median age of the participants was 14 years.

The range of the number of days absent for the total group was zero to nine. The median for the total group was zero. The average daily membership (ADM) was 73.5. The average daily attendance (ADA) was 70.6. The ADA-ADM ratio (ADA÷ADM) was 0.96.

There were 66 project sites involved in this program. The amount spent for materials on projects ranged from \$23.84 to \$50.00. The mean cost of materials per project was \$47.22. The total amount spent for materials was \$3116.64.

The following are representative examples of specific projects completed:

Project # 1: Replaced broken asbestos siding shingles, replaced broken glass in windows, repaired screens, replaced putty on windows when needed, prepared siding and trim for painting, and painted siding and trim. (This same sequence was performed on several projects.)

- Project #2: Completely removed old back porch. Built new porch and steps using new lumber, then painted porch and steps.
- Project #3: Scraped, primed, and painted house and trim. Also painted small tool shed, nailed drain gutter.
- Project #4: Scraped, primed, and painted house and trim. Primed and painted dog house.
- Project #5: Dug out and laid a block patio 9' x 12'; replaced broken window, repaired window screens and laid a connecting brick driveway.
- Project #6: Tore down old fence, built new fence, primed and painted.
- Project #7: Trimmed shrubs, replaced several broken windows, painted porch floors and ceiling.
- Project #8: Scraped, primed, and painted house, trim and screens. Puttied the windows, cut down trees, raked and cleaned yard.
- Project #9: Painted garage, front porch, and yard items.
- Project #10: Repaired cement porch.

The instructor completed a checklist for each boy. The checklist included a rating of items included in the objectives for the program. The results of the combined checklist ratings are shown in Table 26.02.

TABLE 26.02

COMBINED RESULTS OF RATINGS OF PARTICIPANTS'
PROGRESS IN HOME REPAIR AND IMPROVEMENT

N = 75

Description of knowledge	Extent of knowledge				
	Above		Below		
	Superior	Average	Average	Average	Inferior
1. Has knowledge of the use and care of hand tools (including paintbrushes).	8	35	27	3	2
2. Has knowledge of planning a repair project.	3	30	34	5	3
3. Has knowledge of estimating the cost of a repair project.	4	22	41	5	3
4. Makes effective application of knowledge of hand tools (including paintbrushes) in maintenance and repair.	11	29	25	8	2
5. Uses a proper sequential procedure in performing general repair and maintenance work.	9	31	30	2	3
6. Uses a proper sequential procedure in performing painting tasks.	8	35	27	2	3
7. Has developed a plan for repair, improvement and care of a project site.	6	22	41	3	3
8. Has estimated and computed the labor cost of an improvement project.	5	15	47	5	3
9. Has estimated the computed the cost of materials used in an improvement project.	5	15	48	4	3

The greatest number of boys were rated in the average and above average categories. As the tasks got more difficult the number of boys in the average category increased. As can be seen, few boys were rated in the below average and inferior groups.

Objectives two and three were met to an average to above average degree as measured by instructor ratings in Table 26.02.

Table 26.03 gives the results of an attitude survey marked by teachers for each boy.

TABLE 26.03
RATINGS OF ATTITUDES OF PARTICIPANTS
IN HOME REPAIR AND IMPROVEMENT

N = 75										
Attitude	Beginning of Program			No Response	End of Program			No Response	Number Improved	Number Regressed
	Good	Fair	Poor		Good	Fair	Poor			
Toward own house	42	27	4	2	60	11	2	2	20	2
Toward work	36	29	10	0	50	19	5	1	21	3

According to Table 26.03 attitudes toward home and work improved. Only two regressions in attitude toward home and three regressions in attitude toward work were recorded. The responses in Table 26.02 indicate that objectives five and six were met to some degree.

The economic value of the homes was increased at least to the extent of material provided since an average of \$47.22 was spent for materials on each project. Labor costs would increase this amount but they are difficult to measure in a program of this type.

As stated previously, a stipend of \$100 was paid to each boy who completed the course. A deduction for absences was made at the rate of \$2.50 per day after the first day absent. To evaluate the effect of the stipend, instructors were asked to respond to the following:

1. Estimate of the percent who enrolled because a \$100 stipend was offered.

0% - 25% _____

26% - 50% _____

51% - 75% _____

76% - 100% _____

Other _____

Instructors in the program all marked the 76% - 100% category. According to the instructors, most boys enrolled to learn the skills involved, but the stipend was certainly a motivational factor in the enrollment.

2. Was the \$100 stipend a deciding factor in keeping pupils in the program?

Yes _____ No _____

All instructors responded affirmatively. The stipend was considered a valuable tool in encouraging pupils to remain in the program and in reducing tardiness and absenteeism. It was mentioned by instructors in one school that since most boys seemingly were going to purchase clothes, a greater amount than \$100 would be desirable. These instructors felt that the boys earned more than \$2.50 per day.

3. Give examples of intended use of the \$100 stipend.

The items most frequently mentioned as uses for the stipend were to purchase school clothes and pay book rental and fees for the regular school year. Other items mentioned were: Purchase bicycles, mini-bike, guitar, pay for vacation, or other recreational use.

Instructors were asked to comment on major problems, suggest improvements in the program, or make other comments. Several comments and suggestions for the program included the recommendations for two trucks for each program since several projects were going on at the same time. Another suggestion was to increase the amount per project from \$50 to \$75. It was difficult to complete projects with a \$50 maximum.

The evaluator made several on-site observations. Work crews were well-organized; the boys were working well. Instructors reported very little difficulty with this crew method of operation.

SUMMARY

It appeared the objectives had been met to the degree indicated. Seventy-five boys were effectively employed as well as receiving valuable training. A project of this type in a span of only one summer can make significant improvement in an area. The improvement, of course, is multiplied when a program has been in operation for four summers. Those involved in the program indicated that the program was very worthwhile and should be considered for the summer program again next year.

27.00

ACTIVITY EVALUATION

1. LEA District No. 259 Activity Opportunity Grants
2. Length of Activity Six to eight weeks
 Beginning Date June 8, 1970 Ending Date July 17, 1970
July 31, 1970
- Hours per Week:
 Regular Session _____ Summer Session N/A
3. Estimated Cost of this Activity \$13,159
4. Number of Public and Private School Students Participating in this Activity by Grade Level for each Session.

GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION		GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION	
	Public	Non-Public	Public	Non-Public		Public	Non-Public	Public	Non-Public
Pre-K					7				
K					8				
1					9				
2					10			280	
3			482		11				
4					12				
5					Ungraded			67	
6					TOTAL			829	

5. Number of Staff involved in this Activity:
 Full Time _____ Half Time _____
6. Location of Activity:
 In Public School x
 In Non-public School _____

OPPORTUNITY GRANTS

The Wichita Public Schools operate a tuition summer school program. This program offers remedial, developmental, and enrichment courses. Opportunity grants paid the tuition and fees for qualified participants in these regular summer school classes. These grants were made available to those pupils living in Title I Target Areas. Principals, teachers, and counselors determined the interest, need, and eligibility of grant recipients.

In secondary schools each grant was worth \$19.50, which paid for the tuition and book rental for one two-hour course. If a pupil took a four hour course, two grants were possible.

In the elementary schools each grant was worth \$9.00 which paid tuition for the one-hour courses offered at this level.

In addition to regular secondary and elementary grants, special grants were made for speech therapy and the hearing impaired.

The listing of grants is given below.

Opportunity Grants

Elementary general grants	482	@ \$9.00
Secondary general grants	280	@ 19.50
Speech therapy	46	@ 37.00
Hearing impaired	21	@ 79.00

Total Amount	\$13,159.00
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28.00

ACTIVITY EVALUATION

1. LEA District No. 259 Activity Neglected and/or dependent
2. Length of Activity Eight weeks - six weeks (Wichita Childrens Home)
 Beginning Date June 8, 1970 Ending Date July 31, 1970
July 17, 1970 (Wichita Childrens Home)
 Hours per Week:
 Regular Session _____ Summer Session 6 - 10
3. Estimated Cost of this Activity \$6,200
4. Number of Public and Private School Students Participating in this Activity by Grade Level for each Session.

GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION		GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION	
	Public	Non-Public	Public	Non-Public		Public	Non-Public	Public	Non-Public
Pre-K					7				15*
K					8				15*
1				5	9				15*
2				5*	10				5*
3				5	11				5*
4				5	12				
5				5	Ungraded				
6				10*	TOTAL				85

5. Number of Staff involved in this Activity:
 Full Time _____ Half Time 8 (not half time)
See evaluation report
6. Location of Activity:
 In Public School Dunbar Elementary School
 In Non-public School Phyllis Wheatley Children's Home, Wichita Children's Home

*These figures are approximations since data were not provided.

NEGLECTED CHILDREN SUMMER SCHOOL PROGRAM

The two institutions served by the Title I summer program for neglected children were the Wichita Phyllis Wheatley Children's Home and the Wichita Childrens Home.

The Phyllis Wheatley Childrens Home is a licensed private agency which provides 24-hour residential care for dependent and neglected children ages two through 16. Day care is provided children five through 12. A day nursery for children three through five is operated by the Home. The Phyllis Wheatley Home is financed by the United Fund, memberships, donations, and fees.

The Wichita Childrens Home is a licensed agency which provides 24-hour care for boys ages two through 12 and girls ages two through 16. The Home also provides temporary care for children who must live away from their families. The Home receives referrals from the Wichita Sedgwick County Juvenile Court, Sedgwick County Welfare Department, Kansas State Department of Social Welfare, or by application to the superintendent of the Home by private patrons.

The summer program at Phyllis Wheatley was an eight week session. The classes in reading and mathematics were held at Dunbar Elementary School, which is in the immediate neighborhood of the Home. Classes in music, art, and physical education were held at the Home.

The summer program at Wichita Childrens Home was a six week session. All classes were held in the Home.

Table 28.01 shows the activities offered at each institution.

28.02

TABLE 28.01

SUMMER ACTIVITIES AT PHYLLIS WHEATLEY CHILDREN'S
HOME AND WICHITA CHILDRENS HOME

Institution	Art	Math	Activities		Reading	Swimming*
			Vocal Music	Phys. Educ.		
Phyllis Wheatley	x	x	x	x	x	x
Wichita Childrens		x	x		x	x

*Contracted through the YMCA.

Personnel provided for the programs is indicated by the following
Tables 28.02 and 28.03.

TABLE 28.02

SUMMER SCHOOL PERSONNEL AT PHYLLIS WHEATLEY CHILDRENS HOME

Activity	Number Employed	Hours Per Day	Days Per Week*
Art**	1	2	3
Mathematics	1	2	5
Vocal Music	1	2	5
Phys. Educ.	1	2	3
Reading	2	2 each	5

*Eight week program

**One teacher aide also employed for the same number of hours

TABLE 28.03

SUMMER SCHOOL PERSONNEL AT WICHITA CHILDRENS HOME

Activity	Number Employed	Hours Per Day	Days Per Week*
Reading and Mathematics	1	2	5
Music	1	3	1

*Six week program

A coordinator of the program was employed four hours daily for the first four weeks, then six hours daily for the last four weeks.

Reading and mathematics were taught in small groups of four or five pupils. This enabled teachers to work with individual pupils and establish good teacher - pupil relationships. A consistent effort was made to increase the pupil's desire to read.

The music program for younger age groups included basic learning through music such as counting songs, songs about numbers, colors, shapes, up and down, high and low, etc. Also used were films, puppets, recordings, instruments, and other materials.

The music program for the older groups included musical crossword puzzles, films, use of autoharp, and recordings of current popular songs. Some dance routines were created.

The arts and crafts program was structured in three ways: 1) free structure, 2) individual instruction, and 3) all children participating in one activity.

28.04

The physical education program included basketball, baseball, skating, pool, croquet, etc. Educational and personal hygiene films were used. Selection of activities was made according to pupils' age. The children attended baseball games at local stadiums and skated at various local roller rinks. Swimming classes were contracted to the YMCA. The children had three one-hour sessions each week. The YMCA provided personnel to give small group instruction.

OBJECTIVES

1. Children in the program for neglected and/or dependent children will be provided with educational activities during the summer as measured by the allocation of funds for personnel and facilities.
2. Children in the program will be provided remedial reinforcement activities by providing individual and small group activity as measured by pupil-teacher ratio.
3. Children will be provided enrichment and recreational activities as measured by the allocation of funds for personnel and facilities.

The principal source of evaluative information was the "Information for Evaluation of Title I Institutional Programs" (see Appendix). This was requested from each teacher and the coordinator.

A total of 85 pupils participated in this program at the two homes. Since these programs were for children under institutional supervision, attendance was not a problem.

A problem frequently mentioned was the availability of supplies at the beginning of the program. The structure and time element involved in summer makes it difficult to expedite supply orders. This has also been a problem in past summers. Overall, this summer program seemed to have fewer problems of this type. A coordinator for the program this summer has been a very beneficial addition.

The coordinator reported that the institutional directors were pleased with the summer program.

SUMMARY

The objectives of this program were met by providing personnel and facilities to conduct remedial activities in very small groups in the areas of reading and mathematics. Enrichment and recreational activities were provided through arts and crafts, music, and physical education.

29.00

ACTIVITY EVALUATION

1. LEA District No. 259 Activity Delinquent (Friendly Gables and Lake Afton)

2. Length of Activity Eight weeks

Beginning Date June 8, 1970 Ending Date July 31, 1970

Hours per Week:

Regular Session _____ Summer Session 20

3. Estimated Cost of this Activity \$7,000

4. Number of Public and Private School Students Participating in this Activity by Grade Level for each Session.

GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION		GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION	
	Public	Non-Public	Public	Non-Public		Public	Non-Public	Public	Non-Public
Pre-K					7				6
K					8				18
1					9				20
2					10				15
3					11				11
4					12				5
5				1	Ungraded				1
6				3	TOTAL				80

5. Number of Staff involved in this Activity:

Full Time _____ Half Time six

6. Location of Activity:

In Public School _____

In Non-public School Lake Afton Boys Ranch, Friendly Gables

DELINQUENT CHILDREN SUMMER SCHOOL PROGRAM

The summer program for delinquent children includes two institutions, Lake Afton Boys Ranch and Friendly Gables. Lake Afton Boys Ranch is a resident facility for school age boys, located adjacent to a county lake in a rural area approximately 20 miles from the city. Friendly Gables is a facility for school age girls, located in the central residential area of the city. The Sedgwick County Juvenile Court administers both institutions and assigns juveniles to them. Care is provided for both pre-court and post-court cases.

The educational programs for the institutional residents are provided by the Wichita Public Schools, Unified School District No. 259, through the Special Education Department.

The educational facilities at Lake Afton include classrooms, office space for teachers and counselor, shop facilities, a gymnasium, and a large playground area. The educational facility at Friendly Gables is an air-conditioned two classroom portable unit adjacent to the main resident facility. Friendly Gables has a relatively small playground area.

The summer programs for these two institutions were designed to provide instructional and guidance services to the residents as a continuation of the regular school year program. The following table shows the activities and services provided at the two institutions.

29.02

TABLE 29.01

SUMMER ACTIVITIES AT FRIENDLY GABLES AND LAKE AFTON

Institution	Reading	Math	Activities			Guidance & Counseling
			Indust. Arts	Bus. Educ.	Phys. Educ.	
Friendly Gables	x			x		x
Lake Afton	x	x	x		x	x

A total of six professional personnel were assigned to provide the services. Table 29.02 shows the number of persons employed in each area and the number of hours of instruction or guidance services provided during the eight week summer session.

TABLE 29.02

PERSONNEL IN THE DELINQUENT CHILDREN SUMMER SCHOOL PROGRAM

Activity or Service	Number Employed	Hours Per Day	Explanatory Notes
Business Education	1	4	
Guidance & Counseling	1	4	M.W.F. at Lake Afton T.T. at Friendly Gables
Industrial Arts	2/5	4	T.T. Industrial Arts
Mathematics	1	4	
Physical Education	3/5	4	M.W.F. Physical Education
Reading	2	4	Total of 8 hours One teacher at each institution

DESCRIPTION OF PROGRAM

Friendly Gables

Two teachers were employed at Friendly Gables four hours per day, five days a week for eight weeks. The time block for the summer activities was from 1:00 p.m. to 5:00 p.m. Each teacher had one half of the group for the first hour and a half, a 30 minute outdoor break was taken, then the instructors exchanged groups and held class for another hour and a half. The final 30 minute period was devoted to showing films, either on the subjects of reading and business education, or films of general interest in the fields of health, guidance, and similar subjects.

Both teachers worked extensively with individual pupils. The reading program included activities in spelling, vocabulary, various reading skills, discussion, and writing, particularly poetry.

The business education activities included part of the group working from texts in basic business or business arithmetic, working at the typewriters or adding machines, and discussions. A few girls worked on small projects such as a school newspaper.

The intellectual and age differences of the girls made informal procedures and activities a necessity.

Lake Afton

The mathematics program was designed to help pupils enjoy doing mathematics, and to help them gain confidence in their ability to master the fundamental concepts and skills. Work sheets and drill work at the chalk board were used.

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The reading program included practice reading, spelling, word meaning, dictionary drills for pronunciation and vocabulary. Reading materials were chosen for each student's reading level.

The industrial arts program included shop work with hand tools and power machines. Small projects were made such as checker boards, small wall shelves, and abstract plaques from wood scraps.

The physical education program included body-building and conditioning calisthenics for a period of 30 or 40 minutes of the 80 minute class period. The remaining time included team sports and competitive games.

The counseling service at both institutions consisted of much time spent in one-to-one counseling on request of the individual residents. The counselor also assisted probation officers and referral institutions by providing data and recommendations.

OBJECTIVES

1. Residents of Lake Afton Boys Ranch and Friendly Gables will receive instructional and counseling services during the summer, as a continuation of the regular school year program, as measured by the allocation of funds for programs and personnel.
2. The residents of the two institutions will receive small group and individual instruction in subject areas (mathematics, reading, industrial arts, and physical education at Lake Afton; reading and business education at Friendly Gables), as measured by instructor reports on class size.

3. Provide counseling service which will help residents become aware of desirable social and emotional behavior, as measured by the allocation of funds for counseling service.

EVALUATION STRATEGY

The principal source of information for evaluation was "Information for Evaluation of Title I Institutional Programs" (see Appendix). Other sources of information were interviews with teachers, observations of programs, and interviews with institutional supervisors by the Title I evaluator. Because of the fluctuating enrollments of the institutions from week to week and the short length of time of the session, no pre and posttest data could be considered in the evaluation.

PRESENTATION OF RESULTS

The unduplicated count of residents for the summer at Lake Afton was 46. The highest number of boys at one time was 26 and the lowest number was 21. The average enrollment was approximately 23. These ranged from grade level five through eleven.

At Friendly Gables the unduplicated count for the summer was 34. The high for enrollment at one time was 25 and the low was 13. The average enrollment was approximately 16. The grade level range was from seven through twelve.

Teachers reported that no major problems were encountered during the summer.

29.06

One of the principal features of the program is the employment of professional personnel with whom the residents can communicate. Much of the negative attitude and antisocial behavior, which many of the boys and girls exhibited, can be reduced by summer school personnel. Much personal and social guidance occurs informally in these summer school classes.

The supervisor of Lake Afton Boys Ranch stated in an interview with the evaluator:

"I really feel our summer program is as beneficial to the boys as the regular school year. . . . I'm sold on the program. If we had to pay for the program, I would rather go without a lot of things and pay for this summer school because I see boys benefit from it."

The objectives of providing a program of instructional, guidance, and individual counseling services have been met by allocating of funds for personnel and facilities for the activities.

SUMMARY

Programs of this type are needed in the institutions during the summer. A variety of activities serve to keep the residents active mentally and physically. Much group guidance and individual help is accomplished by teachers as well as the one-to-one counseling opportunities provided by the counselor.

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ACTIVITY EVALUATION

1. LEA District No. 259 Activity Staff Training
2. Length of Activity Not applicable
- Beginning Date June 1, 1970 Ending Date Continuing
- Hours per Week:
- Regular Session _____ Summer Session Varied
3. Estimated Cost of this Activity \$111,500
4. Number of Public and Private School Students Participating in this Activity by Grade Level for each Session.

GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION		GRADE LEVEL	REGULAR SCHOOL SESSION		SUMMER SCHOOL SESSION	
	Public	Non-Public	Public	Non-Public		Public	Non-Public	Public	Non-Public
Pre-K					7				
K					8				
1					9				
2					10				
3					11				
4					12				
5					Ungraded				
6					TOTAL				

5. Number of Staff involved in this Activity:
- Full Time _____ Half Time 412
6. Location of Activity:
- In Public School X
- In Non-public School _____

STAFF TRAINING

Summer staff training consists of four separate elements, Piaget Workshop, Human Relations Workshop, Horace Mann Involvement Workshop (CAST), and Professional and Paraprofessional Staff Training (PPST).

The Human Relations Workshop was conducted June 1 to June 7 by Wichita State University with an independent evaluation which is to be reported at a later date in another report. There is to be a follow-up session later in the 70-71 school year.

A portion of the PPST workshop was conducted during the summer. That part which pertains to the paraprofessionals will be held at a later date during the 70-71 school year.

There will also be follow-up sessions during the school year for the Horace Mann Involvement Workshop.

Information about the workshops that is available at this time is included in the following pages.

PROFESSIONAL AND PARAPROFESSIONAL STAFF TRAINING (PPST)

Recent developments in compensatory education have created widespread assessments of what is needed to meet the unique needs of black elementary school pupils in Wichita. The Title I Advisory Council has consistently requested the employment of more paraprofessionals in the black schools. The faculties of the seven black schools have been reappraising their curricula. Some changes were made in 68-69 and others in 69-70. As the 70-71 school year approached, it was felt that the total staff of these schools needed to spend a week in laying plans, sharing

30.02

ideas, and receiving orientation in the use of additional materials and equipment to improve the curriculum.

There were a total of 130 full-time participants in PPST with another 17 who did not attend all sessions. Training stipends amounted to \$15.00 per session, thus \$10,515 was paid out to workshop participants.

A questionnaire was distributed to workshop participants, a copy of which is included in the Appendix. One hundred thirty-nine questionnaires were returned.

Composite responses to the first four questions are as follows:

1. During the workshop, has your school effort provided you helpful ideas on implementing good community relations?
Yes 97% No 1.5% No Response 1.5%
2. Did you receive helpful information on developing criteria for the selection of curriculum materials?
Yes 41% No 57.5% No Response 1.5%
3. Do you feel your school has made appropriate plans to involve parents in the educational process?
Yes 96% No 4%
4. Have your feelings changed toward the disadvantages as a result of workshop experiences?
Yes 33% No 16%
No, already concerned 47% No Response 4%

It would appear on the basis of these four items that the workshop was generally successful.

An agenda of the PPST workshop follows:

WORKSHOP FOR TEACHERS FROM
SELECTED ELEMENTARY SCHOOLS

Monday, August 17, 1970

Coleman Junior High School
1544 North Gouverneur

SESSION I

The Workshop - The Need and Expectations

9:00-10:00 Introductions, Acknowledgements, Procedure Plans

Dr. Doyle Koontz
Gloria Crockett

Dr. Dean Stucky
Mrs. Edwana Collins

What are the purposes of the workshop? Needs?
What are the expectations?
What changes are taking place?

10:00-10:45 Group Discussions

Outline your concerns as related to the following
question:

What are the special needs of the pupils in our
schools as they relate to: (1) Parent involvement
and school - community relations, (2) Inservice
education, (3) Meaningful curriculum experiences,
and (4) Pupil exchange programs?

Procedure for Grouping - Laura Houk

Group	Discussion Leader	Recorder-Reporter
I		
II		
III		
IV		
V		
VI		
VII		

10:45-11:15 Coffee Break (Cafeteria)

11:15-11:45 Wrap-up (feedback)
Recorders report back

11:45-11:50 Announcements

11:50-1:15 Lunch

30.04

Monday - August 17 - p.m.

(Coleman)

SESSION II

Teaching the Disadvantaged

1:15-1:20

Opening Remarks

1:20-1:45

The Challenge to Teachers

Mr. J. J. Merida

1:45-2:45

Group Discussions

How can we compensate for a child's disadvantages?

Group

Discussion Leader

Resource Person

Recorder-Reporter

I

II

III

IV

V

VI

VII

2:45-3:15

Coffee Break

3:15-3:45

Wrap-up (feedback)

3:45-4:00

Plans for Tomorrow

Tuesday - August 18 - a.m.

(Buildings)

SESSION III

Principals Session

9:00-11:00

James E. Anderson - Dunbar
Willard I. Brooks - Fairmount
Paul E. Pritchard - Ingalls
Julius McLaurian - Isley
Harry D. Schmidt - Little
Sara Black - L'Ouverture
Lindel Silvertooth - Mueller

What will we do?

(Group discussions and grade level meetings -
organized at each building)

11:00-12:00

Wrap-up (feedback)

12:00-1:30

Lunch

Tuesday - August 18 - p.m. (Coleman)

SESSION IV

Home - School - Community Relations

- 1:30-1:35 Opening Remarks - Introduction
- 1:35-2:30 Dr. Sam Shepherd, District Superintendent of Schools,
Banneker District, St. Louis, Missouri
- 2:30-3:00 Coffee Break
- 3:00-3:30 Group Discussions

What are the implications for our schools?

Group	Discussion Leader	Resource Person	Recorder-Reporter
I			
II			
III			
IV			
V			
VI			
VII			

I
II
III
IV
V
VI
VII

- 3:30-4:00 Wrap-up (feedback)
- Plans for Tomorrow

Wednesday - August 19 a.m. (Buildings)

SESSION V

Home - School - Community Involvement

- 9:00-11:00 Teacher's Input

How can we develop, accumulatively or empirically,
techniques and policies leading to a handbook for
parents?

How can teachers include parents in the educational
process?

What are the most effective techniques that teachers
may employ to improve parent-teacher communications?

(Group discussions and grade level meetings)

- 11:00-12:00 Wrap-up (feedback)
- 12:00-1:30 Lunch

30.06

Wednesday - August 19 - p.m. (Coleman)

SESSION VI

Implementation of Curriculum Experiences

1:30-1:35 Opening Remarks

1:35-2:00 The Challenge of Curriculum Innovations

Dr. Barbara Keating
Dr. James Howell

Mr. William King

2:00-2:45 Group Discussions

What approaches can we adopt?
How will we implement them?

Group	Discussion Leader	Resource Person	Reporter-Recorder
-------	-------------------	-----------------	-------------------

I			
II			
III			
IV			
V			
VI			
VII			

2:45-3:15 Coffee Break

3:15-3:50 Wrap-up (feedback)

3:50-4:00 Plans for Tomorrow

Thursday - August 20 - a.m. (Buildings)

SESSION VII

Implementation of Curriculum Experiences

9:00-11:00 Teacher's Input

What will be our emphasis?
What materials can we use to teach the heritage
and contributions of minority groups?
Mass instruction vs. individual or small group?
How does the difference in values and behavior
patterns change the curriculum?

(Group discussions and grade level meetings)

11:00-12:00 Wrap-up (feedback)

12:00-1:30 Lunch

Thursday - August 20 - p.m.

Cleaveland Elementary School
3345 West 33rd Street South

SESSION VIII Inservice Education - Exchange Programs - Para-professionals

1:30-1:35 Opening Remarks

1:35-2:00 The Challenge

Laura Houk
Ruth Nathan

Ruth Crossfield

2:00-2:45 Group Discussion

What can be done with my class or at our building?
How can parents be involved in exchange programs?
What specific talents or skills are desired in
a teacher-aide?

Group	Discussion Leader	Resource Person	Reporter	Recorder
-------	-------------------	-----------------	----------	----------

I
II
III
IV
V
VI
VII

2:45-3:15 Coffee Break

3:15-3:50 Wrap-up (feedback)

3:50-4:00 Plans for Tomorrow

Friday - August 21 - a.m. (Buildings)

SESSION IV Inservice Education - Para-professionals and Exchange Programs

9:00-11:00 Teacher's Input

Identify immediate concerns and long-range goals.
Calendar for the year?
Saturday sessions?

(Group discussions and grade level meetings)

11:00-12:00 Wrap-up (feedback)

12:00-1:30 Lunch

30.08

Friday - August 21 - p.m.

(Cleaveland)

SESSION X

Evaluation

1:30-1:35

Opening Remarks

1:35-2:00

The Workshop Evaluation

Mr. Corwin Bare

2:00-2:30

Looking Ahead

Gloria Crockett

What did we accomplish?

Where are we now?

Where do we go from here?

Fairmount said.....

Ingalls has decided..... etc.

2:30

Announcements or Remarks

Dismissal

PIAGET WORKSHOP

A workshop for pre-school and primary teachers from the Title I schools was held for three one-half day sessions. The workshop was designed to fulfill the following objectives:

1. Introduce teachers to Jean Piaget's theories of learning and intellectual development.
2. Provide a stimulus for teachers to utilize the theories of Piaget in their classrooms.
3. Develop background for teacher growth in understanding mathematical concepts.

Twenty-five teachers attended the workshop. Teachers who were on the staffs of the 17 Title I schools were eligible to attend.

The leader-consultant for the workshop was Dr. Constance Kamii, Director of Special Projects, Ypsilanti Public Schools, Ypsilanti, Michigan. Dr. Kamii has studied under Piaget for one year and plans to return for another year of study. She has been a speaker at national conventions and has published a number of articles.

Dr. Kamii lectured about mathematical skills and concepts. She worked with a demonstration group of four and five year olds for two days, then discussed procedures and answered questions the third day. In working with the demonstration group, she would bring the children into a testing situation and show the various steps in the cognitive process according to Piaget.

Sources of evaluative information included questionnaires (see Appendix) which were sent to seven of the 25 participants. Four of these were completed and returned. Interviews were held with the administrator of the program and two members of the school district research staff who attended one session because of their interest in primary education. The items in the questionnaire are listed and responses indicated.

1. Were you acquainted with Piaget's theories prior to the workshop?

No 1 Casually 3 More than casually _____
Well acquainted _____

2. Do you plan to use some of the ideas gained in the workshop in your class room next year?

Yes 4 No _____

Comments regarding question #2 included:

"Number concepts - just enough, more than, less than, arrange like mine, etc., without using numerals."

"Generally to change some ways of relating to children's developing thought structures - to diagnose and teach to the underlying thought processes, not to the task; to be very aware of the frame of cognitive thought from which children operate, and to use examples that were presented."

"Gained some new ideas on how to analyze a child's development and better ways of telling parents what we are trying to teach."

3. Do you feel you have a better background for teaching mathematical concepts as a result of the workshop?

Yes 4 No

Comments on question #3 included:

"Gained many ideas for using and teaching number concepts by using manipulative materials."

"More accurately see the way children structure their thoughts in regard to equivalents, conservation, ordering, inclusion, and classification. How to teach such concepts is not completely clear."

4. In your opinion what were the strong points of the workshop?

The enthusiastic and well-informed presentations.

The suggestions for using manipulative materials.

The demonstrations with the children.

The use of film slides.

5. What were the weak points?

Lack of printed materials with specific games, etc., for using this method.

Scheduling the workshop during the early part of summer school session.

Not enough time to explore theories in depth.

Needed more ideas on how to use Piaget's theories in teaching situations.

30.12

6. Do you think it would be of value to have more of this type of workshop during the summer?

Yes 4 No

Comments:

It would be well for all kindergarten teachers to understand the Piaget theories.

Ways of teaching young children and knowing what experts have learned about young children is imperative.

(Yes) at a better selected time with more advanced notice.

7. What suggestions would you have for topics of future workshops?

(Evaluator's note: This question is of value for planning workshops but doesn't apply in the evaluation of the one already held.)

8. Please make any additional comments relative to the workshop.

Because of transportation, hold workshops in a center-city location.

Appreciative of the opportunity to attend the workshop.

Because the workshop was only three one-half day sessions, evaluation procedures are necessarily limited. It did appear, however, that the three objectives were attained. Teachers were introduced to the theories of Piaget. From comments on questionnaires the respondents indicated a desire to use the theories and indicated that they had gained some additional insight into the development of mathematical concepts.

CONCENTRATED AUGUST STAFF TRAINING (CAST)

The Horace Mann Involvement Workshop was held at Fairmount Towers during the month of August, August 10 - 21, 1970, for the faculty of Horace Mann Junior High School to become more aware of the existing community conditions and the unique cultures of the community in which they teach and how to initiate community involvement within the area in order to more fully promote and augment the educational progress and life style of the pupils attending Horace Mann Junior High School.

WORKSHOP OBJECTIVES

1. To arrive at a level of awareness on the part of each staff member concerning:
 - a. individual hopes, fears, and biases
 - b. adolescent's hopes, fears, and biases
 - c. parent's hopes, fears, and biases
2. To learn the fundamentals of teaching a better self-concept.
3. To become aware of the community and the unique cultures of the community.
4. To learn how to better relate to parents.
5. To learn better techniques of improving achievement levels of pupils.
6. To learn how to involve the community in the school and the school in the community.
7. To do demonstration lessons with micro-television equipment.

DESCRIPTION OF THE WORKSHOP

The Horace Mann Faculty Workshop was designed to develop and refine the techniques and skills of teachers of promoting community involvement in the Horace Mann attendance areas.

Techniques of home visits, school visitations by parents, parent interviews, involving parents in school curriculum study, discussing "study areas" at home to help improve achievement level in school progress, and demonstrations of micro-television strategy were discussed.

Specific topics discussed were:

"Perceiving Ourselves and Others"

"Reality Awareness"

"The Cultures of the Minority Groups"

"Building A Self-Concept"

"How May I Improve Self-Concept of My Pupils?"

"Relating to Parents"

"The Needs of My Children" by a panel of parents

"Making Learning Relevant"

"Continuing to Grow in Understanding"

"What Do I Not Accept About Another Racial Group?"

"What Do I Accept?"

"How May I Develop Respect Toward Others?"

"How May I Better Relate to Parents?"

"Motivating Pupils to Learn"

"The Effects of Deprivation on Learning"

Participants in the workshop, in addition to the faculty of Horace Mann Junior High School, included community businessmen, area parents, a minister, a WACAPI representative, a social worker, two judges, a policeman, a member of the Black United Front, and a member of the Brown Berets. These participants were invited for sessions appropriate to their interests.

A series of follow-up sessions have been planned for the coming school year, 1970-71. These will be designed to reinforce the attitudes and concepts that were established in the summer session and to assess the faculty's current attitude.

EVALUATION STRATEGY

At the close of the workshop, participants were asked to write an evaluation of the prior two weeks' experiences. These evaluations were unstructured.

PRESENTATION OF DATA

A total of thirty-nine workshop evaluations were turned in by participants. Nearly all of the comments were of a positive nature. There was a general feeling among the participants that the Horace Mann staff had made strides toward becoming a more professional, cohesive group. One or two persons expressed doubts and were afraid that the former "back-stabbing" would continue. Space does not permit quoting entire reports but some representative excerpts are quoted:

" . . . the faculty can now communicate with one another."

" . . . the workshop has drawn us together . . . "

". . . I feel problems will be discussed more openly and there will be less backbiting."

"Disgust, tension, anger, frustration - - - . These words describe my feelings on the first day . . . Thank God! My mind was changed! Enthusiasm and determination have replaced all of the other 'hang-ups'."

"I found it easier to meet parents and this one thing has helped me to grow."

"One of the best workshops I've ever been involved in."

"I have learned a different view of the parents' attitudes and concerns."

"The most important thing is that I didn't want to return to school, in fact, I really dreaded it! Now I'm anxious to go back and really look forward to seeing my old students . . . "

"I wish all faculties of Wichita could participate."

COMMENTS

Seldom can one hundred percent agreement be reached among a group of forty people. The full narrative reports made by the workshop participants bear this out. While a vast majority of the staff was in agreement about the influence of the workshop in a positive direction, a few persons appeared to be skeptical. Some reports indicated a change in attitude during the two week period from negative to positive. Perhaps as the year progresses, others will change their positions.

It appears by a majority of the reports that all of the objectives of the workshop were met with the exception of number seven. Apparently, micro-television was demonstrated but time did not permit all participants to take part in the activity.

31.01

A P P E N D I X

(Summer School)

EARLY START

The following pages represent the format for a controlled interview situation with a four year old child who is a member of the Early Start Summer Program.

It is planned that the interview be given to a random sample of Early Start children during the first week of the summer program and again during the last week. The interview should be conducted by the same person in both instances.

The interviewer should establish rapport with the child before starting the interview questions. The child may be told, "I would like for you to play some games with me. I will also ask you some questions as we go along. You tell me the answers. I will be making some marks on my paper to help me remember what you have said."

WICHITA EARLY START INVENTORY

(WESI)

Name of pupil _____ Date _____

Sex _____ Days attended _____

Race _____ Days absent _____

Teacher _____ First Week - Last Week

PART I

		Correct Response	Don't Know	No Response
1. <u>What is your name?</u>	Q1			
(The desired response would be his first [or name he goes by] and last name.)				
If he gives only his first name, ask " <u>What is your last name?</u> "	Q2			
If he gives a nickname, ask " <u>What is your other name?</u> "	Q3			
<u>What is your mother's name?</u>	Q4			
Record response _____				
<u>What is your father's name?</u>	Q5			
Record response _____				
2. <u>Where do you live?</u>	Q1			
(The desired response would be the street address.)				
If he says "In a house," ask " <u>Where is the house?</u> "	Q2			
If he gives only the street name, ask " <u>What is the house number?</u> "	Q3			

		Correct Response	Don't Know	No Response
3.	<u>How old are you?</u> Q1			
	(The desired response is his age in years.)			
	If he holds up fingers, ask "How many is that?" Q2			
4.	<u>How many brothers do you have?</u> Q1			
	Record response _____			
	<u>How many sisters do you have?</u> Q2			
	Record response _____			
5.	<u>Are you a boy or a girl?</u> Q1			
6.	Show or point to some common objects which are found in the classroom. Ask " <u>What is this?</u> " Q1			
	(If incorrect, write the name he said in the blank.)			
	_____ pencil Q1			
	_____ crayon Q2			
	_____ book Q3			
	_____ piece of paper Q4			
	_____ chair Q5			
	_____ table Q6			
	_____ scissors Q7			
	_____ door Q8			
	_____ wastebasket Q9			
	_____ chalk Q10			
	_____ clock Q11			

7. Show S a series of cards with different shapes on them. Ask "Which ones are alike?" "Point to the ones that are alike."

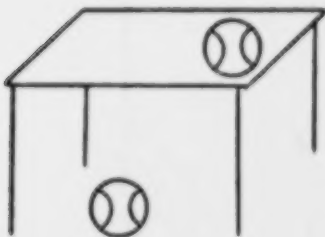
Card 1				Q1
Card 2				Q2
Card 3				Q3
Card 4				Q4
Card 5				Q5
Card 6				Q6
Card 7				Q7
Card 8				Q8
Card 9				Q9
Card 10				Q10

8. Show S the same series of cards above. Ask "Which one is not like the others?" "Point to the one that is not like the others."

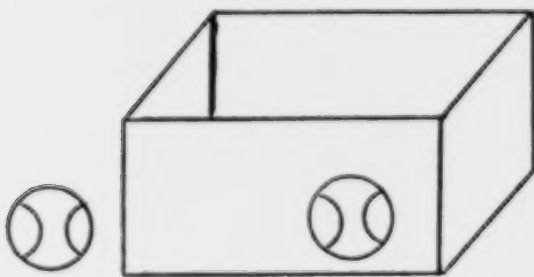
Card 1				Q1
Card 2				Q2
Card 3				Q3
Card 4				Q4
Card 5				Q5
Card 6				Q6
Card 7				Q7
Card 8				Q8
Card 9				Q9
Card 10				Q10

		Correct Response	Don't Know	No Response
9.	Show S a card with colors on it. Point to color and ask <u>"What is the name of this color?"</u>			
	(a) red Q1			
	(b) yellow Q2			
	(c) blue Q3			
	(d) green Q4			
	(e) black Q5			
	(f) brown Q6			
	(g) orange Q7			
	(h) purple Q8			
10.	Show S a penny and a dime. Ask <u>"Which one will buy more candy?"</u> Q1			
	<u>"What is the name of this coin?"</u> Q2			
11.	Show S the card.  Ask <u>"Which one is big? Point to the one that is biggest."</u> Q1			
	<u>"Which one is little? Point to the one that is littlest."</u> Q2			
12.	Hold up your hand with varying numbers of fingers outstretched. Ask S <u>"How many fingers do I have up?"</u>			
	(a) one finger Q1			
	(b) three fingers Q2			
	(c) two fingers Q3			
	(d) four fingers Q4			

13. Show S a card with a drawing of a table and balls. Ask "Which ball is on the table? Point to it." Q1
- "Which ball is under the table? Point to it." Q2



14. Show S a card with a drawing of a box and balls. Ask "Which ball is in the box? Point to it." Q1
- "Which ball is out of the box? Point to it." Q2



Correct Response	Don't Know	No Response

PART II

This part of the instrument concerns observations you have made about the child in regard to listed traits or developments.

First Week

	Yes	No	Not Observed
1. Child is toilet trained.			
2. Child knows where the rest room is.			
3. Child demonstrates proper use of eating utensils. (a) fork (b) spoon (c) knife			
4. Child pays attention when directly spoken to.			
5. Child pays attention when the group he is in is spoken to.			
6. Child knows and <u>uses</u> names of the adults in the classroom.			
7. Child speaks freely to peers and adults in the school setting.			
8. Child narrates own experiences spontaneously to the teacher or group.			
9. Child listens to stories read or told by teacher or aide with interest.			
10. Child listens and responds to music.			
11. Child remembers and can sing simple songs.			
12. Child can identify simple songs when just the melody is played.			
13. Child can say many rhymes and poems by memory.			

	Yes	No	Not Observed
14. Child participates in dramatic play spontaneously.			
15. Child speaks in sentences rather than fragments.			
16. Child relates ideas in sequence.			
17. Child pronounces most common words properly.			
(a) that			
(b) little			
(c) they			
(d) there			
(e) this			
(f) those			
(g) does			
(h) stove			
(i) star			
(j) few			
18. Child identifies common sounds.			
(a) clapping			
(b) bell			
(c) horn of car			
(d) ticking of a clock			
(e) peoples' voices			
(f) bark of dog			
(g) meow of cat			
19. Child likes to draw and paint.			
20. Child likes to sing and dance.			
21. During free play child will most often:			
(a) play with a group			
(b) play by himself			
(c) not play			
22. Child has developed certain concepts			
(a) up - down			
(b) in - out			
(c) on - under			
(d) big - little			
(e) same - different			
(f) biggest - littlest			
(g) alike - not alike			

31.10

8

- 23. Child uses descriptive adjectives.
- 24. Child knows the numbers 1 to 5.
- 25. Child recognizes and names objects in the classroom.

Yes	No	Not Observed

CALENDAR OF EVENTS
EARLY START SUMMER PROGRAM, 1970

Monday	Tuesday	Wednesday	Thursday	Friday
JUNE 22 FIRST DAY OF SCHOOL Piaget Workshop 1:30 - 4:30	23 Piaget Workshop	24 TB Tests Piaget Workshop	Career Development 3130 W.S.U. Negotiating Meeting TB Tests Get-acquainted Parent Meeting at Kechi	26 Fire Drill
McPhaul-Steiffan Staff 29 NYC-Volunteer in- service meeting Staff Meeting-8:30	Christner-Doerflinger Staff 30 Parent Advisory Committee-Kechi	JULY 1 Yeager-Niernerberger Staff 1st Polio DPT #1	Yeager-McNeal Staff Polio & DPT	3 NO SCHOOL
McPhaul-Bolin 6 Staff School Psychologist trainees-all week	Christner-Duckett Staff WSU Workshop visitors	Parent Meeting McConnel Pool Trip	9 WSU Workshop Visitors	Parent Bread Demonstration (N. Waco)
13	14 Cow Town Trip	15	Parent Meeting at Luther Harris Community Building Lunch	17
Staffing-Steiffan 20	Parent Food 21 Demonstration Staffing:Duckett Doerflinger	Joyland Field 2 Trip 1-3 PAC - Health Dept. (evening)	Joyland Field 23 Trip 1-3	24
27 Staffing-Bolin	DPT #2 28	Enrollment Committee Staff Meeting 29	30 Parent Meeting	31 Volunteer Recognition Parent Meeting

31.11

MY RIGHTS As A Head Start Parent

1. To take part in major policy decisions affecting the planning and the operation of the program.
2. To help develop adult programs which will improve daily living for me and my family.
3. To be welcomed in the classroom.
4. To choose whether or not I participate without fear of endangering my child's right to be in the program.
5. To be informed regularly about my child's progress in Head Start.
6. To be always treated with respect and dignity.
7. To expect guidance for my child from Head Start teachers and staff, which will help his total individual development.
8. To be able to learn about the operation of the program, including the budget and the level of education and experience required to fill various staff positions.
9. To take part in planning and carrying out programs designed to increase my skill in areas of possible employment.
10. To be informed about all community resources concerned with health, education and the improvement of family life.

MY RESPONSIBILITIES As A Head Start Parent

1. To learn as much as possible about the program and to take part in major policy decisions.
2. To accept Head Start as an opportunity through which I can improve my life and my children's lives.
3. To take part in the classroom as an observer, a volunteer worker or a paid employee, and to contribute my services in whatever way I can toward enrichment of the total program.
4. To provide parent leadership by taking part in elections, to explain the program to other parents and encourage their full participation.
5. To welcome teachers and staff into my home to discuss ways in which parents can help their children's development at home in relation to school experience.
6. To work with the teacher, staff and other parents in a cooperative way.
7. To guide my children with firmness, which is both loving and protective.
8. To offer constructive criticism of the program, to defend it against unfair criticism and to share in evaluating it.
9. To take advantage of programs designed to increase my knowledge about child development and my skills in areas of possible employment.
10. To become involved in community programs which help to improve health, education and recreation for all.

NAME _____

CHILD'S READINESS FOR SCHOOL (Parent's Viewpoint)

Adequacy of vocabulary - appropriate experience - ready for separation
from homeable to cope with "outsiders" - interested in "schools"?
Method of discipline used in home.

PARENT PARTICIPATION IN THE PROGRAM

General attitudes and interest? Would be interested in Parent Group,
visiting classroom, helping as a "volunteer" in appropriate role,
could provide transportation, etc.?

INTERVIEWER'S EVALUATION

Home environment? Problems of other family members? Child's personality
and readiness for school? Special problems, such as immediate need for
evaluation by speech therapists, etc.?

31.14
School Attending in Fall

HEAD START 1969 MEDICAL HISTORY

ID # _____

PAYMENT FOR HEALTH CARE

NAME OF CHILD _____
Last First Middle

Medicaid _____

Head Start Blue Shield _____

Parent Responsibility _____

BIRTH DATE _____ ADDRESS _____

HEAD OF FAMILY _____ PHONE _____

Child was last seen by Doctor _____ on (date) _____

for what reason _____

PREFERRED PHYSICIAN _____ PREFERRED DENTIST _____

CHILD'S HISTORY: Birth Weight _____ Was the birth normal? NO YES

Did the baby have any trouble right after birth? YES NO

Did he sit alone before 7 months? NO YES

Did he walk alone before 14 months? NO YES

Did he speak any words at one year? NO YES

Has he had any feeding problems? YES NO

Has he had repeated bowel problems? YES NO

Has he ever had convulsions? YES NO

Does your child sleep well? NO YES

Does he wet the bed? YES NO

Does he seem to be a happy child? NO YES

Does he get along with playmates? NO YES

Does he have frequent ear or throat infections? YES NO

Does he have any skin rashes or problems? YES NO

Does he have any allergies to medicines? YES NO

Does he have hayfever, asthma, hives or other allergies? YES NO

Note any serious illness, accident or operation _____

IMMUNIZATION RECORD

DPT: Initial dates of injection (1) _____ (2) _____ (3) _____ (B) _____
M/Y M/Y M/Y M/Y

SMALLPOX: Date of vaccination _____ Did vaccination take? _____

POLIO: Oral — Dates (1) _____ (2) _____

Injection — Dates (1) _____ (2) _____ (3) _____ (B) _____

MEASLES: Date of disease _____ or date of vaccine injection _____

MUMPS: Date of disease _____ or date of vaccine injection _____

TUBERCULOSIS Skin test: Date _____ Reaction: Negative _____ Positive _____

ATTENTION: SOCIAL WORKER — The following statement must be read to parents:

I understand that the Head Start health program may include (A) Medical Services — A complete physical examination including vision and hearing; TB skin test, and immunizations as needed; blood and urine analysis and other treatment as indicated; (B) Dental Services — a complete oral examination including x-rays as needed; subsequent care as indicated. I agree to the above health services and understand that these may continue past the end of the Summer Head Start Program. I also agree to the release of all needed medical and dental information to the Head Start Center and the Wichita Public School authority.

Signature of Parent or Guardian _____

Date _____

Signature of Social Worker _____

ENROLLMENT AGREEMENT

I have had the Head Start Program explained to my satisfaction; I would like to have my child, _____, enrolled. In addition to attending classes, I understand that several other activities are part of the Head Start Program. I will work to the best of my ability with the Head Start staff in these activities.

- A. Transportation - buses will pick up and deliver children to Kechi Elementary School and return them to the neighborhood school.
- B. Social Services - teachers and social workers will work with families in the home and will assist in referring families to appropriate community agencies.
- C. Parent Education - parents will be asked to participate in group discussions and class visitations.
- D. Health Services - immunizations will be given at the Center. Other health services may be added later.

I further understand that children are admitted and assigned to the Center without regard to race, creed, or national origin.

Interviewer

Parent's Signature

SH 4-1215
Center Telephone

Address

31.16

IDENTIFYING AND SOCIAL HISTORY INFORMATION - OPERATION HEAD START
Wichita, Kansas

Child's Name _____ Birthdate* _____ C _____
 _____ Last _____ First _____
 Preferred Child's Name _____ Date _____ N _____
 _____ Child's _____
 _____ Address _____ SA _____
 Interviewer _____ Phone _____ Q _____
 Teacher _____ I.D. No. _____

FAMILY COMPOSITION:

Individual	Name	Birthdate			Occupation, School or Whereabouts	Marital Status
Man		M	D	Y		
Woman						MC
Single						CLC
Children					Full Year Head Start	UC
					Next Younger Sibling	UM
						W
						WR
						DES
						DIV
						SEP
Others in Household						—

INCOME:	Wages / Salary	\$ _____	MAXIMUM ANNUAL INCOME FOR OEO	
(Monthly)	Social Security	\$ _____	Persons	Family Income
	VA Benefits	\$ _____	1	\$1,600
	Public Welfare	\$ _____	2	2,000
	Child Support	\$ _____	3	2,500
	Other _____	\$ _____	4	3,200
	TOTAL INCOME	\$ _____	5	3,800
	(Per Month)		6	4,200
	Multiply x 12	\$ _____	7	4,700
			8	5,300
Eligible under OEO standards	Yes ()		9	5,800
	No ()		10	6,300
			11	6,800
			12	7,300
			13	7,800
			Over 13 - add \$500 for each additional member	

PERSON RESPONSIBLE FOR CHILD IN THE EVENT OF ILLNESS - Other than Mother:
Name _____ Address _____ Phone _____

OTHER COMMUNITY AGENCIES INTERESTED IN CHILD/FAMILY (Circle those with whom there has been a contact currently or in recent past) SW Name _____

ARC	SCSWB	CSS	KCSL	ST	REHAB	VARO	MSB	SA	FCS	LSS	WGC	W-SCMHC	JC
-----	-------	-----	------	----	-------	------	-----	----	-----	-----	-----	---------	----

Must be five prior to September 5, 1969 to enroll in Summer Head Start.
Must be four prior to September 5, 1969 to enroll in Full-Year Head Start.

NAME _____

CHILD'S READINESS FOR SCHOOL (Parent's Viewpoint)

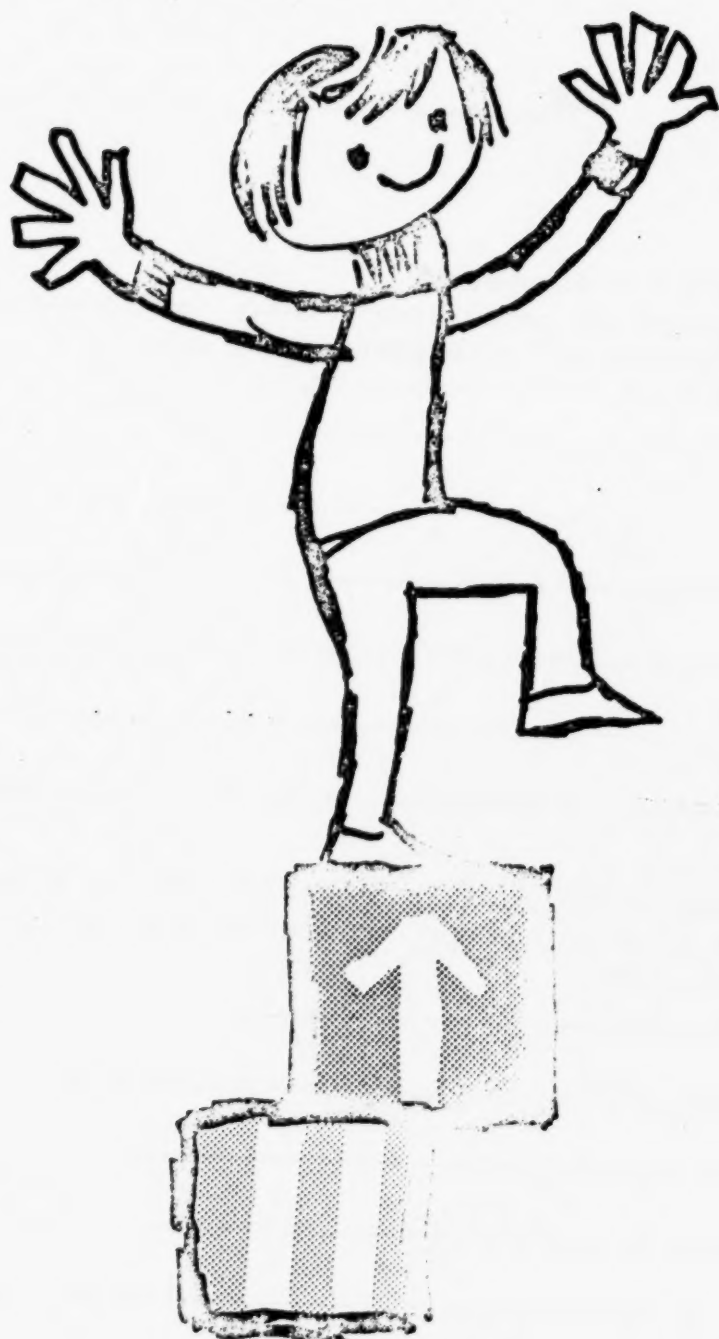
Adequacy of vocabulary - appropriate experience - ready for separation from homeable to cope with "outsiders" - interested in "schools"?
Method of discipline used in home.

PARENT PARTICIPATION IN THE PROGRAM

General attitudes and interest? Would be interested in Parent Group, visiting classroom, helping as a "volunteer" in appropriate role, could provide transportation, etc.?

INTERVIEWER'S EVALUATION

Home environment? Problems of other family members? Child's personality and readiness for school? Special problems, such as immediate need for evaluation by speech therapists, etc.?



this certificate
of appreciation

is awarded to _____

for volunteer service to project **HEAD START**

A Community Action Program

It is only through the active participation of devoted citizens like you that the program will grow and be able to help more children in the years ahead.

Richard E. Oulton

ASSOCIATE DIRECTOR
PROJECT HEAD START

Ruth Nathan

LOCAL PROJECT DIRECTOR

WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICES DIVISION

INTERVIEW QUESTIONS FOR PARTICIPANTS
IN THE PIAGET WORKSHOP, Summer 1970

1. Were you acquainted with Piaget's theories prior to workshop?
No ☐ Casually ☐ More than casually ☐ Well acquainted ☐
2. Do you plan to use some of the ideas gained in the workshop in your classroom next year?
Yes ☐ No ☐
Can you give some examples? _____

3. Do you feel you have a better background for teaching mathematical concepts as a result of the workshop?
Yes ☐ No ☐
Comment: _____

4. In your opinion what were the strong points of the workshop?

5. What were the weak points?

31.20

2

6. Do you think it would be of value to have more of this type of workshop during the summer?

Yes ☐ No ☐

Comment: _____

7. What suggestions would you have for topics of future workshops?

8. Please make any additional comments relative to the workshop.

31.22

2. Please cite any procedures which you found to be particularly effective in changing behavior and/or achievement of children in the program. Include ways in which material and special activities were utilized. Include features of your program which you consider to be innovative.

3. What equipment and/or material purchased with Title I funds were especially helpful to your effort in the program?

4. What were the major problems encountered in this summer program?

5. Suggest solutions to problems listed in item 4.

6. What do you consider to be major advantages of this summer program?

7. Please make any additional comments that you wish regarding your program or the evaluation.

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WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICES DIVISION
Summer 1970

PROJECT GREEN THUMB

EVALUATION CHECKLIST

Note: Indicate total number of students in each category.

Description of knowledge	Extent of knowledge				
	Superior	Above Average	Average	Below Average	Inferior
1. Knows how to use hand garden tools.					
2. Knows how to care for the garden tools.					
3. Knows methods of weed control.					
4. Knows methods of watering garden.					
5. Knows methods of cultivating garden.					
6. Knows proper methods for harvesting garden.					
7. Knows proper methods for preparation of harvested products.					

Description of performance	Degree of performance				
	Superior	Above Average	Average	Below Average	Inferior
1. Planned the arrangement within the garden plot.					
2. Maintained the garden plot.					
3. Harvested the garden products.					
4. Prepared the produce for home use.					

31.25

Attitude Survey Attitude Survey	Beginning of Program			End of Program		
	Good	Fair	Poor	Good	Fair	Poor
Attitude toward own garden						
Attitude toward working in garden						

WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICES DIVISION
Summer 1970

PROJECT GREEN THUMB

EVALUATION INFORMATION SHEET

Number of pupils enrolled:	<u>beginning</u>	<u>end</u>
Fourth grade	_____	_____
Fifth grade	_____	_____
Sixth grade	_____	_____

Number of pupils who completed garden project satisfactorily:

Fourth grade	_____
Fifth grade	_____
Sixth grade	_____

What were the major advantages of the program? _____

What were the major problems encountered? _____

What changes should be made in the program if offered again next summer?

Plot No. _____.

WICHITA PUBLIC SCHOOLS
Wichita, Kansas
Green Thumb Project
(Title I)

Summer 1970 - (April 1 to July 31)

Students Name _____ Date of Birth ____/____/____ Grade ____

Address

Street	State	Zip
--------	-------	-----

Name of School Now Attending _____

Address of school _____

TO THE PARENTS:

The summer garden program known as the Green Thumb Project will operate during the summer from April 1 to July 31, 1970. A group of 50 students of 4th, 5th, and 6th grade levels will plant and each student will care for a garden plot approximately 25 feet by 25 feet, located near 901 N. Minnesota. The total garden area will be approximately 150 feet by 200 feet. It is possible for some students to participate in the project by having home gardens, if the project policies are followed.

The project will provide:

1. A prepared garden plot of approximately 25 feet by 25 feet.
2. Seeds, plants, fertilizer, insecticides, and water.
3. An administrator and/or a coordinator for the program.
4. At least one senior garden aide.
5. One or more junior garden aides.
6. An expert for advice on planting and caring for the garden.
7. A few garden tools (garden hoes and garden rakes, etc.)

The students should seek advice from their parents, but don't expect the parents to do their work.

Student will be expected to:

1. Plan and layout the garden plot.
2. Plant the garden.
3. Care for the garden which includes cultivation, weed control and pest control.
4. Care for the garden as per schedule set by the coordinator.
5. Harvest their garden produce for home use at the proper time.
6. Keep records on a form provided by the coordinator of the project.
7. Attend related instruction meetings.

Signature _____
Director

Signed _____
Student

Signature _____
Parent

Signature _____
Coordinator

31.28

GREEN THUMB

Summer 1970

Record Sheet

Name of Student _____

School Attended (1969-70) _____

Garden Plot Number _____

Vegetable Name	Planting Date	Harvesting Dates	No. Picked (bunches, ea.)	Estimated Value
1. Radishes				
2. Lettuce				
3. Beets				
4. Carrots				
5. Okra				
6. Tomatoes				
7. Turnips				
8. Others				

WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICES DIVISION
Summer 1970

EVALUATION CHECK-LIST FOR HOME DECORATING FOR GIRLS

Student _____ Teacher _____
 School _____ Number of days absent _____
 Grade level 1969-70 _____ Age _____ Race _____

Description of knowledge	Extent of knowledge				
	Superior	Above Average	Average	Below Average	Inferior
1. Has knowledge of the use and care of equipment necessary to perform task of home decorating and improvement (sewing machine, paint brushes, etc.).					
2. Has knowledge of planning a decorating or improvement project.					
3. Has knowledge of estimating the cost of a decorating or improvement project.					
4. Makes effective application of knowledge of equipment in performing home decorating or improvement tasks.					
5. Uses proper procedure in performing small home decorating or improvement tasks.					
6. Has developed a plan for a home decorating or improvement project.					
7. Has estimated the cost of materials used in a home decoration or improvement project.					

31.30

2

10. Attitude Survey

Attitude	Beginning of Program			End of Program		
	Good	Fair	Poor	Good	Fair	Poor
Toward own house						
Toward work						

Additional comments on this student:

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WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICES DIVISION
Summer 1970

EVALUATION INFORMATION FOR HOME DECORATING FOR GIRLS

NOTE: Send to Research Department only one copy of this report from each school.

School _____

Teachers _____

1. How many different project sites were included in the program at your school? _____

2. Cite examples of projects on which pupils worked. _____

3. Estimate the percent of pupils who enrolled because a \$100 stipend was offered. (Check below)

0% - 25% _____

26% - 50% _____

51% - 75% _____

76% - 100% _____

other _____

Comments: _____

4. Was the \$100 stipend a deciding factor in keeping pupils in the program? Yes _____ No _____

Comments _____

5. Give any examples of the intended use of the stipend. (Comments from pupils, parents, etc.)

6. Was the monetary deduction for absences and tardies effective? Yes _____ No _____

Comments: _____

7. General comments about the Home Decorating for Girls project (major problems, suggestions for improvement, etc.)

WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICES DIVISION
Summer 1970

EVALUATION CHECK-LIST FOR HOME REPAIR AND IMPROVEMENT

Student _____ Person completing form _____

School _____ Date form completed _____

Grade level 1969-70 _____ Age _____ Race _____

Description of knowledge	Extent of knowledge				
	Superior	Above Average	Average	Below Average	Inferior
1. Has knowledge of the use and care of hand tools (including paintbrushes).					
2. Has knowledge of planning a repair project.					
3. Has knowledge of estimating the cost of a repair project.					
4. Makes effective application of knowledge of hand tools (including paint brushes) in maintenance and repair.					
5. Uses a proper sequential procedure in performing general repair and maintenance work.					
6. Uses a proper sequential procedure in performing painting tasks.					
7. Has developed a plan for repair, improvement and care of a project site.					
8. Has estimated and computed the labor cost of an improvement project.					
9. Has estimated and computed the cost of materials used in an improvement project.					

31.34

2

10. Attitude Survey

Attitude	Beginning of Program			End of Program		
	Good	Fair	Poor	Good	Fair	Poor
Toward own house						
Toward work						

Additional comments on this student:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICES DIVISION
Summer 1970

EVALUATION INFORMATION FOR HOME REPAIR AND IMPROVEMENT

NOTE: Send to Research Department only one copy of this report from each school.

School _____

Teachers _____

1. How many different project sites were included in the program at your school? _____

2. How many projects were completed by the pupils in your program? _____

3. Cite examples of projects on which pupils worked. _____

4. Estimate the percent of pupils who enrolled because a \$100 stipend was offered. (Check below)

0% - 25% _____

26% - 50% _____

51% - 75% _____

76% - 100% _____

other _____

Comments: _____

31.36

2

5. Was the \$100 stipend a deciding factor in keeping pupils in the program? Yes _____ No _____

Comments _____

6. Give any examples of the intended use of the stipend. (Comments from pupils, parents, etc.)

7. General comments about the Home Improvement and Repair project (major problems, suggestions for improvement, etc.)

WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICES DIVISION

QUESTIONNAIRE FOR EVALUATION OF BASIC PRIMARY TITLE I CLASSES
Summer, 1970

Name _____ School _____

Number of pupils _____: Male _____ Female _____

Race: _____ Caucasian, _____ Oriental, _____ Negro,
_____ Spanish American, _____ American Indian

1. What is the grade composition of this class? Number who were
first grade _____, second grade _____ during 1969-1970.

2. Prior Title I Programs: How many of this class were in the
following?

Post-Kindergarten (summer) 1968 _____ 1969 _____

Head Start (summer) 1967 _____ 1968 _____

3. Approximate the portion of time devoted to:

Reading _____ Language Arts _____

Mathematics _____ Other (name) _____

4. Briefly describe instructional procedures or methods you used in
this class.

How would you strengthen the program? _____

31.38

5. In your opinion how many pupils have shown progress in
- (a) _____ instructional level,
 - (b) _____ interest and attitude,
 - (c) _____ word recognition skills,
 - (d) _____ expanded vocabulary and vocabulary meanings,
 - (e) _____ recreational reading,
 - (f) _____ other areas (specify) _____,
- because they attended summer school?
6. In your opinion how many pupils in this class would have profited more from an enrichment program rather than a corrective reading program? _____
7. Did you teach this class last summer?
- Yes _____ No _____
8. Would you teach this class again?
- Yes _____ No _____ Undecided _____
- Comments: _____
- _____
9. What audio-visual equipment did you use to supplement your program?
- _____ overhead projector _____ records and record player
- _____ filmstrips _____ cassette recorder/player
- _____ other _____
10. Were services provided by your coordinator adequate?
- Much _____ Some _____ None _____
- Comments: _____
- _____
- _____
- _____

11. What materials were most beneficial for your summer instructional program?

12. Are there other materials you would suggest for the 1971 session in addition to those provided this year?

13. Were you able to use equipment and library facilities in the building you were assigned?

Yes _____ No _____ Partially _____

Comments: _____

14. Did you have an aide?

Yes _____ No _____ Part time _____

15. In what way did the aide benefit your teaching program?

16. How many pupils attended class with no more than five absences during the entire six weeks? _____

17. Did you make home visits?

Yes _____ No _____

18. Do you have any indications about parent reactions to the Summer Corrective Reading program?

Yes _____ No _____

Comments: _____

31.40

19. In your opinion what factors most influenced attendance?

_____ Illness	_____ Lack of interest
_____ Vacation of parents	_____ Other reasons: _____
_____ Oversleeping	_____

20. What activities did the children seem to enjoy most?

_____ Books	_____ Listening on the tape recorder
_____ Games	_____ Creating or recreating stories or rhymes
_____ Dramatic play	_____ Puppets
_____ Short plays	_____ Other _____

21. In your opinion what experience or experiences in the Summer Corrective Reading program contributed most to the development of the children (e.g. academically, socially, emotionally, etc.)?

22. Please feel free to share any other comment which might be of help in the evaluation of the summer program.

WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICES DIVISION

QUESTIONNAIRE FOR EVALUATION OF THE SUMMER
CORRECTIVE READING (3-6), TITLE I
Summer, 1970

Name _____ School _____

Number of pupils _____ Male _____ Female _____

Race: _____ Caucasian, _____ Oriental, _____ Negro
_____ Spanish American, _____ American Indian

1. What is the grade composition of this class?

Number who were third grade _____, fourth grade _____,
fifth grade _____, sixth grade _____ during 1969-1970.

2. Approximate the portion of time devoted to:

Reading _____ Language Arts _____
Mathematics _____ Other (specify) _____

3. Briefly describe instructional procedures or methods you used in this class.

4. How would you strengthen the program?

31.42

5. In your opinion how many pupils have shown progress in

- (a) _____ instructional level,
- (b) _____ interest and attitude,
- (c) _____ word recognition skills,
- (d) _____ expanded vocabulary and vocabulary meanings,
- (e) _____ recreational reading,
- (f) _____ other areas (specify) _____,

because they attended summer school?

6. In your opinion how many pupils in this class would have profited more from an enrichment program rather than a corrective reading program? _____

7. Did you teach this class last summer?

Yes _____ No _____

8. Would you teach this class again?

Yes _____ No _____ Undecided _____

Comments: _____

9. What audio-visual equipment did you use to supplement your program?

_____ overhead projector _____ records and record player
_____ filmstrips _____ cassette recorder/player
_____ other _____

10. Were services provided by your coordinator adequate?

Much _____ Some _____ None _____

Comments: _____

11. What materials were most beneficial for your summer instructional program?

12. Are there other materials you would suggest for the 1971 session in addition to those provided this year?

13. Were you able to use equipment and library facilities in the building you were assigned?

Yes _____ No _____ Partially _____

Comments: _____

14. Did you have an aide?

Yes _____ No _____ Part time _____

15. In what way did the aide benefit your teaching program?

16. How many pupils attended class with no more than five absences during the entire six weeks? _____

17. Did you make home visits?

Yes _____ No _____

18. Do you have any indications about parent reactions to the Summer Corrective Reading program?

Yes _____ No _____

Comments: _____

31.44

19. In your opinion what factors most influenced attendance?

_____ Illness	_____ Lack of interest
_____ Vacation of parents	_____ Other reasons: _____
_____ Oversleeping	_____

20. What activities did the children seem to enjoy most?

_____ Books	_____ Listening on the tape recorder
_____ Games	_____ Creating or recreating stories or rhymes
_____ Dramatic play	_____ Puppets
_____ Short plays	_____ Other _____

21. In your opinion what experience or experiences in the Summer Corrective Reading program contributed most to the development of the children (e.g. academically, socially, emotionally, etc.)?

22. Please feel free to share any other comment which might be of help in the evaluation of the summer program.

APPENDIX TABLE A5

RESPONSES OF TEACHERS ON THE INVENTORY FOR PRE KINDERGARTEN
SUMMER CLASSES CONCERNING THE EXTENT OF PUPIL IMPROVEMENT
IN THE PRE KINDERGARTEN SUMMER CLASSES, 1970

Inventory Statement	Number of classrooms = 16*		Number of pupils = 52*					
			Extent of Improvement				Not	
	Great		Some		Little		Observed	
	#	%	#	%	#	%	#	%
1. The child seems happier and more secure at school.	27	52	23	44	2	4	0	0
2. The child is able to participate in group activities.	31	59	17	33	4	8	0	0
3. The child listens and responds to your questions.	26	50	17	33	9	17	0	0
4. The child responds with more self-confidence.	22	42	18	35	12	23	0	0
5. The child has increased his vocabulary.	17	33	23	44	9	17	3	6
6. The child exhibits an increased interest in books.	13	25	29	56	8	15	2	4
7. The child is more aware of and curious about people, places, and objects.	17	33	28	54	6	11	1	2
8. The child seems to be enthusiastic about coming to school.	31	60	15	29	6	11	0	0
9. The child is able to express ideas orally.	17	33	25	48	8	15	2	4
10. The child speaks freely to his peers.	21	40	19	37	11	21	1	2
11. The child speaks freely to adults in the school setting.	21	40	20	38	10	19	1	2
12. The child participates in dramatic play spontaneously and willingly.	19	36	22	42	11	21	1	1
13. The child shows instructive self-direction during self-selected work-play times.	17	33	27	52	7	13	1	2

* One class did not send their data.

31.46

APPENDIX TABLE A5 (cont'd)

Inventory Statement	Extent of Improvement						Not Observed	
	Great # %	Some # %		Little # %			# %	
14. The child appears to be poised and confident.	18	35	22	42	12	23	0	0
15. The child is able to speak in whole sentences rather than fragments.	24	46	17	33	9	17	2	4
16. The child narrates his own experiences spontaneously to the teacher or group.	14	27	21	40	15	29	2	4
17. The child seeks attention of adults excessively.	4	8	17	33	28	54	3	5
18. The child appears apathetic and lethargic.	8	15	12	23	28	54	4	8
19. The child shares materials.	19	36	29	56	4	8	0	0
20. The child withdraws to a point of no audible verbal communication.	4	8	14	27	27	52	7	13
21. The child is able to wait to take his/her turn.	18	34	30	58	4	8	0	0
22. The child is able to accept authority.	24	46	25	48	3	6	0	0
23. The child is able to alter his/her behavior pattern on request (active versus quiet).	25	48	23	44	4	8	0	0
24. The child is easily distracted by activities going on around him.	6	12	21	40	22	42	3	6
25. The child has increased his ability to use descriptive words in describing objects, numbers, colors, size, positional relationships, etc.	19	36	25	48	5	10	3	6
TOTAL (All Responses)	462		539		264		36	1301
PERCENT		36		41		20		3

WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICES DIVISION

QUESTIONNAIRE FOR THE EVALUATION OF
TITLE I PRE-KINDERGARTEN SUMMER PROGRAM
Summer, 1970

Number of pupils _____ Male _____ Female _____

1. How much value was the one-half day inservice workshop session to you?

_____ Much _____ Some _____ None

Comments: _____

2. Would you prefer to have the orientation divided up into two sessions during the summer session?

_____ Yes _____ No _____ Undecided

Comments: _____

3. Was the help provided by the coordinator of value to you?

_____ Much _____ Some _____ None

Comments: _____

4. Would you teach this class again?

_____ Yes _____ No _____ Undecided

Comments: _____

5. Describe briefly the instructional procedures and class activities you used.

6. What supplies would you like to have that would be of benefit to you in next year's summer program?

7. In your opinion, has the reduction of class size directly benefited the pupils involved in Pre-Kindergarten programs in terms of better learning?

_____ Much _____ Some _____ None

Comments: _____

8. In your opinion what experience or experiences contributed most to the development of the children in Pre Kindergarten?

9. Briefly describe the activities performed by your aide.

10. Did you like the time schedule, 9:00 - 11:00 a.m., for the summer session?

_____ Yes _____ No _____ Undecided

Comments: _____

11. Approximately what percentage of pupils attended class the entire six weeks?

100% _____ 90% _____ 80% _____ 70% _____ Other _____

12. What factors influenced attendance?

_____ Illness _____ Oversleeping
_____ Vacation of parents _____ Lack of Interest
_____ Other reasons: _____

13. Were you able to follow through and build on the librarian's weekly presentation for your class?

_____ Yes _____ No _____ Not Usually

Comments: _____

14. You are invited to write any additional comments you wish concerning the strengths or weaknesses of the Pre Kindergarten Summer Program or other comments.

WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICES DIVISION

AN INVENTORY FOR PRE-KINDERGARTEN SUMMER CLASSES
Summer, 1970

To assist us in the evaluation of the summer Pre Kindergarten program, we are interested in the personal opinions and judgments of Pre Kindergarten teachers in regards to the effectiveness of the program as evidenced by each child in your class. Considering each child, do you see particular changes or trends as a result of the Pre Kindergarten Summer Program?

Child's name _____ Date _____
Age _____ Sex _____ Race _____
School _____ Teacher _____
Days present _____ Days absent _____ Days tardy _____

In comparison with the first week of summer school and the last week of summer school, to what extent is each of the following true for this child? (If a child had great competency during the first week and continues this same behavior, indicate this by marking under "A Great Extent".)

Extent to which improvement, if any, is true of a Pre Kindergarten child because of the summer school experience.

	A Great Extent	Some Extent	Little or No Extent	Did Not Observe
1. The child seems happier and more secure at school.				
2. The child is able to participate in group activities.				
3. The child listens and responds to your questions.				
4. The child responds with more self-confidence.				
5. The child has increased his vocabulary.				
6. The child exhibits an increased interest in books.				

	A Great Extent	Some Extent	Little or No Extent	Did Not Observe
7. The child is more aware of and curious about people, places, and objects.				
8. The child seems to be enthusiastic about coming to school.				
9. The child is able to express ideas orally.				
10. The child speaks freely to his peers.				
11. The child speaks freely to adults in the school setting.				
12. The child participates in dramatic play spontaneously and willingly.				
13. The child shows instructive self-direction during self-selected work-play times.				
14. The child appears to be poised and confident.				
15. The child is able to speak in whole sentences rather than fragments.				
16. The child narrates his own experiences spontaneously to the teacher or group.				
17. The child seeks attention of adults excessively.				
18. The child appears apathetic and lethargic.				
19. The child shares materials.				
20. The child withdraws to a point of no audible verbal communication.				

31.52

3

	A Great Extent	Some Extent	Little or No Extent	Did Not Observe
21. The child is able to wait to take his/her turn.				
22. The child is able to accept authority.				
23. The child is able to alter his/her behavior pattern on request (active versus quiet).				
24. The child is easily distracted by activities going on around him.				
25. The child has increased his ability to use descriptive words in describing objects, numbers, colors, size, positional relationships, etc.				

WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICES DIVISION

Post Kindergarten Evaluation
Summer 1970

Please return to the Research Office at the close of summer school.

1. How much value do you feel the workshop was for Post-Kindergarten teachers?

Much _____ Moderate _____ Little _____ None _____ Detrimental _____

2. Indicate in what ways the workshop was helpful or why it was of no help.

3. How much value do you feel the help that you received from the Post Kindergarten coordinator has been to the program?

Much _____ Moderate _____ Little _____ None _____ Detrimental _____

4. Indicate in what ways the coordinator helped you or attempted to help you.

5. How many contacts did you have with the Post Kindergarten coordinator? _____

6. Have you taught previous Post-Kindergarten summer school programs? (check)

Summer 69 _____ Summer 68 _____ Summer 67 _____ Summer 66 _____

7. Which classroom supplies were of most benefit to your class(es). (List three in rank order.)

a. _____ b. _____ c. _____

8. Write comments below if you care to. _____

31.54

WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICES DIVISION

Teacher Rating Sheet for Title I Post Kindergarten - Summer 1970

Directions: (use a separate form for each class)

- a. List in rank order the names of the four pupils you consider most ready for first grade in September, 1970. Check the appropriate columns if they have previously been in one of the following programs: Head Start, 1968-69; Summer Head Start, 1969; Follow Through, 1969-70.

Name	Head Start 68-69	Summer Head Start 1969	Follow Through 69-70
1.			
2.			
3.			
4.			

- b. List in rank order the names of the four pupils you consider least ready for first grade in September, 1970. Number 1 on this list would be the least ready. Check appropriate columns for previous experience.

Name	Head Start 68-69	Summer Head Start 1969	Follow Through 69-70
1.			
2.			
3.			
4.			

Wills 2 Year Kindergarten
 Teacher Listing Sheet
 Summer 1970

page 2

- c. List the names of the remaining pupils in class. No ranking is required in this middle group. Check appropriate columns for previous experience.

Name	Head Start 68-69	Summer Head Start 1969	Follow Through 69-70
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

- d. Complete this form Tuesday of the last week of summer school and send to the Research Division.

Teacher _____

School _____

31.56

WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICES DIVISION

Post Kindergarten Evaluation
Summer 1970

Teacher _____ School _____

Fill out one form for each pupil.
Return to the Research Office at the close of summer school.

Pupil's Name _____ Sex _____ Race _____

Days Present _____ Days Absent _____ Tardy _____

Goal or Activity	Improvement*		
	Much	Some	None
Creative picture interpretation			
Pupil-dictated stories			
Literature appreciation			
Practice with meaningful language patterns			
Building vocabulary			
Improved articulation and enunciation			
Acceptance of self; establishing self-worth			
Building meaningful social relationships			
Acceptance of errors; openness to experience			
Non-verbal expression (art, rhythm, etc.)			
Sharpened visual and auditory discrimination			
Likenesses and differences in visual and oral media			
Mathematical concepts of size, position, time			
Successful learner behavior			
Observation skills-generalization about environment			
Physical coordination			
Body development and exercise			
Health habits, body care			

*KEY - Pupil's progress in goal or activity

WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICES DIVISION

CORRELATED MATHEMATICS-SCIENCE
Summer, 1970

Teacher _____ School _____

Fill out one form for each pupil.
Return to the Research Office at the close of summer school.

Pupil's name _____

Sex _____ Age _____ Race _____ Grade in Sept., 1970 _____

Days present _____ Days absent _____

	Acceptable Answer	Unacceptable Answer	Not Observed	No Response
1. The child is able to name verbally four properties of an object according to:				
a. size				
b. shape				
c. color				
d. texture				
e. tell what sense he used to determine each				
2. The child is able to sort objects according to a property given by the teacher.				
3. The child is able to construct a classification of objects and to sort objects according to a property of his own choice.				
4. The child is able to describe to others the characteristics he has chosen for his method of classification.				

5. The child is able to infer verbally as to what property his neighbors sorted their objects.
6. Given a common object of one material, the child names:
 - a. the object
 - b. the material
 - c. the property
7. With an assortment of 20 objects such as rocks, leaves, etc. the child classifies them according to:
 - a. common properties
 - b. can identify one similarity
 - c. can identify one difference
8. Given a property for objects for set A, a property for set B, and 10 objects, the child is able to:
 - a. place objects in the correct set according to a given property
 - b. place objects in the intersecting set if it has properties of both sets
 - c. give the cardinal number of the objects in each set including the intersecting set
 - d. identify an empty set

[illegible]

- [illegible]

15. The child is able to demonstrate with a compass and magnet that one end of the magnet attracts the needle of the compass while the other end of the magnet repels the needle.
16. With blue print paper and sunlight, food color and water, ice cube or magnet and several objects, the child is able to tell:
- a. if there is interaction
 - b. to give or state the evidence of interaction
17. With a battery, light bulb and copper wire, the child is able to:
- a. identify it as a system
 - b. name the objects in a system
 - c. give the evidence of interaction

	Acceptable Answer	Unacceptable Answer	Not Observed	No Response

WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICES DIVISION

CORRELATED MATHEMATICS-SCIENCE PROGRAM, TITLE I
CHECKLIST FOR EVALUATION OF INTERACTION
Summer, 1970

Pupil's name _____ School _____

Teacher's name _____ Date _____

Check the appropriate column for each child to help determine if some improvement in growth has occurred during the 1970 Summer School Program.

<u>Behavior Observed</u>	<u>A Great Extent</u>	<u>Some Extent</u>	<u>Little Extent</u>
1. Is sensitive to needs and problems of others	_____	_____	_____
2. Helps others meet needs and solve problems	_____	_____	_____
3. Willingly shares ideas and materials	_____	_____	_____
4. Accepts suggestions and help	_____	_____	_____
5. Makes constructive suggestions	_____	_____	_____
6. Sticks to group plans and decisions	_____	_____	_____
7. Works courteously and happily with others	_____	_____	_____
8. Gives encouragement to others	_____	_____	_____
9. Respects the property of others	_____	_____	_____
10. Enjoys group work	_____	_____	_____
11. Thanks others for help	_____	_____	_____
12. Commends others for contributions	_____	_____	_____
13. Accepts marked differences and abnormalities in others by displaying empathy and understanding	_____	_____	_____
14. Takes part in discussions	_____	_____	_____
15. Seeks leadership roles	_____	_____	_____
16. Accepts leadership from peers	_____	_____	_____
17. Respects and accepts himself by recognizing his own strengths and weaknesses	_____	_____	_____

31.62

BASIC FACT TEST

Name _____ Age _____ Date _____
 School _____ Grade in September, 1970 _____

- | | | | | |
|-----|-------|-------|------|------|
| 1. | 12-9= | 12-3= | 3+9= | 9+3= |
| 2. | 6-4= | 6-2= | 4+2= | 2+4= |
| 3. | 7-2= | 7-5= | 2+5= | 5+2= |
| 4. | 11-8= | 11-3= | 8+3= | 3+8= |
| 5. | 7-3= | 7-4= | 3+4= | 4+3= |
| 6. | 9-6= | 9-3= | 3+6= | 6+3= |
| 7. | 10-3= | 10-7= | 7+3= | 3+7= |
| 8. | 8-1= | 8-7= | 7+1= | 1+7= |
| 9. | 9-4= | 9-5= | 5+4= | 4+5= |
| 10. | 5-3= | 5-2= | 3+7= | 7+3= |

11.	10	5	6	11	6	5	10	6	7	10
	<u>-3</u>	<u>-2</u>	<u>-1</u>	<u>-1</u>	<u>-4</u>	<u>-1</u>	<u>-8</u>	<u>-5</u>	<u>-2</u>	<u>-7</u>

12.	3	5	2	7	3	2	1	5	4	1
	<u>+7</u>	<u>+2</u>	<u>+8</u>	<u>+3</u>	<u>+2</u>	<u>+4</u>	<u>+9</u>	<u>+1</u>	<u>+1</u>	<u>+5</u>

13.	1	4	2	9	6	9	6	8	10	7
	<u>+8</u>	<u>+2</u>	<u>+6</u>	<u>+1</u>	<u>+1</u>	<u>-8</u>	<u>-4</u>	<u>-6</u>	<u>-9</u>	<u>-1</u>

14.	6	7	3	8	6	9	3	5	2	10
	<u>-2</u>	<u>+4</u>	<u>-1</u>	<u>+2</u>	<u>-3</u>	<u>+3</u>	<u>-2</u>	<u>+7</u>	<u>-0</u>	<u>+3</u>

Instructions: The pupils should find the sums and differences.

BASIC FACT TEST (cont'd)

Name _____ Age _____ Date _____

15.	$\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$
-----	--	--	--	--	--	--	--

16.	$\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$
-----	--	--	--	--	--	--	--

17.	$\begin{array}{r} 9 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$
-----	--	--	--	--	--	--	--

18.	$\begin{array}{r} 2 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$
-----	--	--	--	--	--	--	--

19.	$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 5 \\ \hline \end{array}$
-----	--	--	--	--	--	--	--

20.	$\begin{array}{r} 8 \\ \times 0 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$
-----	--	--	--

Number Correct: _____

31.64

WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICES DIVISION

QUESTIONNAIRE FOR THE EVALUATION OF TITLE I
CORRELATED MATHEMATICS-SCIENCE PROGRAM
Summer, 1970

Number of pupils _____ Male _____ Female _____

1. How much value were the four one-half day inservice workshop sessions to you?

_____ Much _____ Some _____ None

Comments: _____

2. How many sessions did you attend? _____

3. Was the help provided by the coordinator of value to you?

_____ Much _____ Some _____ None

Comments: _____

4. How could the job of coordinator be made more effective?

Comment: _____

5. Number of pupils who were in the third grade 1969-70 _____;
number who were in the fourth grade 1969-70 _____.

6. Describe briefly the instructional procedures and class activities you used.

7. In your opinion, how many pupils in this class made substantial improvements in mathematics and science? _____

Comments: _____

8. What was the child's attitude toward the Math-Science summer program?

_____ Enthusiastic _____ Indifferent _____ Other

Comment: _____

9. Have you taught educationally deprived pupils previously?

_____ Yes _____ No

Comments: _____

10. Would you be willing to teach educationally deprived pupils again?
_____ Yes _____ No

Comments: _____

11. Do you have any indications about parent reactions to the Mathematics-
Science summer program?
_____ Yes _____ No

Comments: _____

12. Would you share any other comment about the summer program which
might be helpful in the evaluation of the summer program?

WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICES DIVISION

OUTDOOR EDUCATION
Summer, 1970

Teacher _____ School _____

Number of pupils _____: Male _____ Female _____

Race: _____ Caucasian, _____ Oriental, _____ Negro,
_____ Spanish American, _____ American Indian

Approximate age of pupils _____ Grade level in Sept., 1970 _____

Days present _____ Days absent _____

1. Did the 6 hour orientation help prepare you for the summer program?
Yes _____ No _____

Comments: _____

2. Would you prefer to have the orientation divided up into three sessions during the summer session?
Yes _____ No _____ Undecided _____

Comments: _____

3. Did you teach this class last summer? Yes _____ No _____

4. Would you teach this class again? Check below:
Yes _____ No _____ Undecided _____

_____ Thought the program was beneficial	_____ Program was not well enough developed
_____ Had high interest in outdoor education	_____ Other _____
_____ other	

31.68

Comments: _____

5. List the field trips which were taken away from your immediate area.

<u>Trips</u>	<u>Transportation provided by:</u>		
	<u>B.W. Jones</u>	<u>Self</u>	<u>Other</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

6. What audio-visual equipment did you use to supplement your program?

_____ overhead projector _____ record player
_____ filmstrips _____ cassette recorder/player
_____ other _____

7. Were materials provided by your coordinator adequate?

Yes _____ No _____

Comments: _____

- a) Were you able to use equipment in the building you were assigned?
Yes _____ No _____

Comments: _____

- b) Was the instructional facility adequate to conduct your program?
Yes _____ No _____

Comments: _____

8. What supplies would you like to have that would be of benefit to you in next year's summer program?

9. Describe the approach and general plan used in your class in Outdoor Education.

10. How would you strengthen the program?

11. Approximately what percentage of pupils attended class the entire six weeks?

100% _____ 90% _____ 80% _____ 70% _____ Other _____

12. What factors influenced attendance?

_____ Illness	_____ Overslept
_____ Vacation of parents	_____ Lack of interest
_____ Other reasons: _____	

13. How many of your pupils participated in the camp experience?
_____ Reasons children did not participate were:

31.70

14. Did you participate in the 2½ day camp? Yes _____ No _____

Comments: _____

15. Do you think the camp experience was beneficial to the students?
Yes _____ No _____ Undecided _____

Comments: _____

16. Was adequate supervision provided by the entire camp staff?
Yes _____ No _____ Undecided _____

Comments: _____

17. Did you have an aide? Yes _____ No _____

Comments: _____

18. Did you notice a difference in behavior at camp and the behavior in the classroom setting?

Yes _____ No _____

Comments: _____

19. Did attitudes of the children appear to improve at camp (e.g. cooperation, sharing work, cleaning up camp tables, etc.) as a result of the 2½ day camp experience?

Yes _____ No _____ Don't know _____

Comments: _____

20. In your opinion which elements in the camp experience most impressed the pupils?

_____ skit _____ campfire _____ other: _____

Comments: _____

21. What did the pupils seem to enjoy the most at camp?

_____ swimming _____ sleeping out _____ table tennis _____ other

Comments: _____

22. In your opinion what Outdoor Education experience or experiences contributed most to the development of the pupils?

23. Do you have any indications about parent reactions to the Outdoor Education program? Yes _____ No _____

Comments: _____

31.72

24. Did you feel a coordinator is needed for this program?
Yes _____ No _____ Undecided _____

Comments: _____

Indicate in what ways the coordinator helped you: _____

How could the job of coordinator be made more effective?

Comments: _____

25. Any other comments concerning the Outdoor Education Program would be appreciated.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICES DIVISION

May 1970

OUTDOOR EDUCATION

OBJECTIVE NUMBER 2

To the teacher:

One of the objectives of the Outdoor Education program is to develop an increased awareness in pupils of the natural environment. One method of measuring an increased awareness is to take a nature walk at the beginning of the course (first week) and record all of the observations that the pupils make. At the end of the course (last week), take the same nature walk and again record all of the pupils' observations. Each time your directions should be identical. For example, you might introduce the nature walk in this manner: "Children, this morning we are going to go on a nature walk. I want you to tell me everything that you see while we are on the walk. I will keep a list and we will talk about it when we get back. Be sure to tell me everything that you see."

Send this list to the Research Office immediately upon completion in July.

School _____

Teacher _____

NATURE WALK

FIRST WEEK	LAST WEEK
Number of children on walk _____ List items observed: (use back or extra sheets if necessary):	Number of children on walk _____ List items observed: (use back or extra sheets if necessary)

31.74

WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICES DIVISION

QUESTIONNAIRE FOR CAMP HYDE PERSONNEL
OUTDOOR EDUCATION PROGRAM, TITLE I
Summer, 1970

As one involved in the Title I Outdoor Education Summer Camp outing, you are requested to complete this questionnaire.

Put a check on the line which best represents your response to each of the statements below.

	Much	Some	Little
1. As a result of the two and one-half day camp experience the pupils have shown growth in the following areas:			
(a) concepts of natural science			
(b) arts and crafts			
(c) creative hobbies			
(d) personal hygiene			
(e) democratic social living			
(f) awareness of the outside world			
2. Recreational swimming has been a valuable part of the program.			
3. Most children willingly assumed responsibilities in areas of clean-up and necessary camp chores.			
4. The camp experience was of considerable educational value.			
5. In its overall effectiveness, the two and one-half day camp experience has been successful.			
6. In your opinion what was the greatest value of the summer camp program?			

7. You are invited to write any additional comments you desire concerning the strengths or weaknesses of the program, a humorous event, unmet needs of children, desirable modifications of the program, or any other comments.

MISCELLANEOUS DATA

PART III

32.00

LOCAL EDUCATIONAL AGENCY EVALUATION REPORT

Name of LEA Unified School District #259

Address of LEA 428 S. Broadway, Wichita, Kansas 67202
Street City Zip Code

Superintendent of Schools Dr. Alvin E. Morris

Phone Number 267-8311 Name of County Sedgwick

Person Writing Evaluation Report W. E. Turner Phyllis Curtis (Summer)
Gerald Riley (Summer)

Phone Number 267-8311, ext. 298 State Project Number 70113

Project Title SPEEDY (Special Program to Enhance the Education of Disadvantaged Youth)

Amount of Money Approved \$1,426,709

Number of Economically Deprived Children in Project Area 7482

Number of Disadvantaged Children Participating in Project:
Public 8199 Non-Public 588, Grades P K to 12

Project Dates: From September 1, 1969 to August 31, 1970

During Regular School Hours: X Yes No

After Regular School Hours: X Yes No

Late Afternoon Evenings X Saturdays X

Hours: 6:00 p.m. to 9:00 p.m. 8:00 a.m. to 12:00 noon

Summer: X Yes No Hours: 8:00 a.m. to 12:00 noon

ADVISORY COMMITTEE

1. Do you have a Title I Advisory Committee? Yes X No
2. If so, check groups represented, showing number participating.

Parents of disadvantaged children	<u>X</u>
Other Parents	<u>X</u>
Community Action	<u>X</u>
Head Start	<u>X</u>
Teaching Staff	<u>X</u>
Administration	<u>X</u>
Private School	<u>X</u>
Model Cities	<u>X</u>
Neighborhood Youth Corps	<u> </u>
Others (Specify)	<u> </u>

3. Comment - Positive and negative value of Advisory Committee.

Some potential was developed through the Title I Advisory Committee for exerting good communications. The group increased its advisory functions over the preceding year which led to certain recommendations which did bring about visible changes in certain segments of the Title I program.

On the negative side, the group, for some undetermined reason, seemed to lack enthusiasm for the task.

NUMBER OF CHILDREN PARTICIPATING IN TITLE I PER GRADE LEVEL

	PARTICIPANTS IN REGULAR TERM			PARTICIPANTS IN SUMMER TERM			UNDULICATED COUNT OF PARTICIPANTS		
	Public	Private	Total	Public	Private	Total	Public	Private	Total
Pre-K	232	4	236	364		364	381	4	385
K	1024	4	1028	320		320	1344	4	1348
1	1008	2	1010	202	5	207	1008	7	1015
2	1021	20	1041	321	5	326	1021	25	1046
3	1012	30	1042	302	5	307	1012	35	1047
4	545	29	574	298	5	303	545	34	579
5	385	20	405	129	6	135	385	25	410
6	316	23	339	76	13	89	316	33	349
7	345	44	389	4	19	23	349	54	403
8	405	39	444	68	33	101	473	59	532
9	408	72	480	68	35	103	476	75	551
10	390	71	461	9	20	29	399	80	479
11	260	71	331		16	16	260	80	340
12	130	70	200		5	5	130	70	200
Un- graded	100	2	102		1	1	100	3	103
TOTAL	7581	501	8082	2161	168	2329	8199	588	*8787

NUMBER OF CHILDREN WHO PARTICIPATED IN TITLE I PROGRAM BY ETHNIC CHARACTERISTICS (Unduplicated Count)						
1. White 3511	2. Negro 4910	3. American Indian 53	4. Puerto Rican ----	5. Mexican American 228	6. Other (Specify) 85 Oriental	*7. Total 8787

*Total for unduplicated should be the same as total for ethnic characteristics

NON-PUBLIC SCHOOL PARTICIPATION

- A. Procedures used in developing and implementing programs involving participation of non-public school children (check those applicable).

Personal contact with non-public schools X

Written contact X

Telephone contact X

Revised course scheduling to facilitate non-public participation by either public or non-public school _____

Close cooperation exists, no need to stimulate involvement _____

Public/non-public liaison person hired or assigned by the public school X

Others, specify _____

- B. Cite the activities in which non-public school children participated; also give the number participating in each. (List in rank order.)

Activity	Number Participating	Where Held (Private or Public)
Delinquent Childrens Programs	351	Private
Neglected Childrens Programs	78	Private
Corrective Reading	47	Both
Keyboard Music Instruction	15	Private

- C. Describe the most effective activity involving non-public school children. (Include class organization, location, personnel, instruction, etc.)

See appropriate section of Evaluation Report.

GRADUATES FROM KANSAS HIGH SCHOOLS
CONTINUING EDUCATION BEYOND HIGH SCHOOL

	1969-1970		
	TITLE I HIGH SCHOOLS		All Other Public High Schools (3)
	All (1)	1/3 or More Participants (2)	
Total Number of Graduates	3665		
Number of Schools	6		
Number of Graduates Continuing Education (4)	*2309		

- (1) All high schools eligible to receive Title I funds regardless of participation.
- (2) Those schools in which 1/3 or more of the students enrollment participating in Title I programs.
- (3) All high schools not eligible for Title I funds.
- (4) A student is considered to continue his education if he enters one of the following, on either a full or part-time basis: Post-graduate high school course, junior college, college or university, vocational, commercial, or technical institute, or nursing school.

NOTE: In small LEA's where there is only one public high school, the graduates should be reported under all or possibly 1/3 or more column regardless of the school participation.

* Number estimated on the basis of previous years graduates.

DROP-OUTS (Statistical Report for Entire School)

The purpose of this table is to show the holding power of Title I schools as compared to non-Title I schools. (This information should come from the school register at the end of the school year; it has nothing to do with dropping out of Title I projects.)

DROP-OUTS 1969-1970

GRADE	TITLE I SCHOOLS					
	All (1)		1/3 or More Participating (2)		All Other Public Schools (3)	
	Enrollment (4)	Dropouts (5)	Enrollment (4)	Dropouts (5)	Enrollment (4)	Dropouts (5)
12	3616	382				
11	4305	795				
10	4659	746				
9	4902	*				
8	5165	*				
7	5270	*				
Total Number of Drop-outs		1923				
Total Number of Schools	6					

- (1) All Title I schools.
- (2) Those schools in which 1/3 or more of the students enrolled participated in Title I programs.
- (3) All schools in system not participating in Title I.
- (4) Enrollment: End of the year enrollment for this grade.
- (5) Drop-outs: Number of drop-outs as determined by drop-out definition on following page.

NOTE: To arrive at long-term comparisons it is necessary that all schools complete this table regardless of grades involved in project.

*Pupils under age 16 are maintained on school rolls unless transferred to another school.